

# SCHOOL ACTIVITIES

## *The National Extra Curricular Magazine*

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## As the Editor Sees It—

School has only begun to take its place in American life. Approximately a fourth of our youth are to be prepared for professions, another fourth for trades, and a half for jobs. At present less than fifty per cent of our young people are getting even superficial training for the best that the future offers for them. Schools will soon run all day, summer and winter. They will serve for youth of all ages. They will grow as no human institution has ever grown. There will be a mad demand for teachers with the new vision. School is one American institution with unlimited opportunity, if not necessity, for expansion. Education is the only way out.

Attempts to unify inter-school activities generally result in failure. Debate specialists can manage a debate league. Specialists in athletics can conduct an athletic tournament or meet. But only contest specialists can manage the combined competitive interests of schools; and schools are distinctly aware of the questionable value of contests carried on in a big way.

From many sources comes the demand that schools discard the term extra curricular, and similar terms, and place all activities inside the curriculum. This view implies a devotion to the word curriculum. "A rose by any other name would smell as sweet." It is doubtful if extra curricular activities would by such a change either shake off their own faults or escape the traditional faults of curriculum management.

The way to get student sentiment is to use questionnaires and let them be filled out anonymously. It is best to be sure

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If your school has a baccalaureate service, as most schools do, why not turn it over wholly to the ministerial alliance of your town and let it be a union church service with special attention to the graduation class and education in general? They are in a position to settle such controversial matters as to who shall speak, furnish music, provide ushers. They will enjoy the responsibility; you will not lose any prestige by seeming to have favorites."

A student is noticeably less sensitive about impersonating an unattractive character in a reading than in a play. In the reading he appears as himself to the audience both before and after his impersonation. An introduction or presentation of the members of the cast before they put on their make-up will help particularly those who have the less desirable parts.

There are two common student group errors that seem to go hand in hand. One is to set membership dues too high. The other is to fail to collect them.

Good leaders, either student or faculty, do not plead for co-operation; they have it.

There is a vast difference between willingness to go to school and a determination to get an education—a fact that parents seldom realize.

The big trouble with speaker commencements has been commencement speakers.

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**The Value of the School Assembly,** by F. A. Boggess

**King Fare-u-well Holds Court,** by Katherine Pressler

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**Courtesy Week in High School,** by Martha McMillin

**Other extra curricular activity features including non-royalty plays, stunts, games, money-making plans, news and articles of extra curricular interest.**

# Extra Curricular Activities and the New Deal

Paul W. Terry

FOR A GOOD many years farsighted educational leaders have been urging upon their colleagues in the profession and upon boards of education and patrons the values of extra-curricular activities. These leaders have been saying that the youth of a democratic society need a training in citizenship that is different from that in an autocratic type of society; that every boy and girl should be trained to take an active part in the determination of social policies; that each should feel himself obligated to do his share in raising the community toward a way of life in which every one has a chance to employ his talents to the fullest, to be useful and happy; and that each one should know how to go about the attainment of these ends in a *practical way*.

Any one who had eyes to see the nature of the society we were attempting to carry on in our country before the depression could understand that there were grounds enough for the urgings of these leaders even then. But with the coming of the New Deal it must be clear to all that changes are taking place so rapidly that in some way or other we must try to double and redouble the quality and effectiveness of training for citizenship if the nation is not to bog down hopelessly in its efforts to get on an even keel again or else slide into a dictatorship to the right or to the left, the harshness and stupidity of which we do not care to face. What is the situation, then, and what can the school do about it?

In the first place the school must give a great deal of information about the new forms in which the ideals of our democracy—ideals of equal rights and privileges for all according to their abilities—are appearing. They must tell the children new things about the distribution of wealth, the relation of agriculture to industry, the means available for the spread of social intelligence, protection of youth, womanhood, and manhood, the improve-

ment of crime-breeding conditions, and the expanding of functions of government. This is the function of the curriculum. Very rapidly new materials on these problems are being made available to teachers in progressive schools. And our hope is that with more intelligent training, the masses of the oncoming generations will be able to understand better the nature of the new society being organized under their eyes.

But this is not all. People can understand things without doing anything about them. It is necessary to understand a social situation before one can hope to cope with it successfully—but it is just as necessary for one to know how to cope with it in a *practical way*, to believe that he can cope with it, and to feel resolutely determined to do his best in the face of it.

This is where the extra-curricular activities come in. Surely by now we have seen enough of intelligent people, good people, people who are well informed about public questions—but who, nevertheless, seem to be able to do nothing but complain about conditions or make scapegoats of the officers of government and others who are trying to do something—to realize once and for all that it is not enough to *know*.

The New Deal has called large numbers of able and devoted men to the service of the government both in Washington and in the capitals of the states. These men bring to the service of the people whatever practical social skills the community through its schools gave them fifteen or twenty years ago. It is their opportunity to give the nation its major leadership, but they cannot do it all. Their chief function is to inspire and guide innumerable committees, boards and other organized groups in the local communities. The life of the people of the United States is not in Washington, but in the innumerable counties, towns and cities through-

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out the land. Whatever good is done must be done there. It must be done by members of the communities working together under leaders whom they know. The extent to which the American people are going to move forward during the next few years, and in the years to come, will depend upon their knowledge of social problems, but it will depend no less upon the *practical skills of cooperation* which are to be found among the men and women of all social classes, in all kinds of organizations in the local communities.

The depression has dealt the schools a terrible blow. The mania to eliminate 'fads and frills' has fallen heavily upon the extra-curricular activities. But it is just as true today as it was yesterday that the only way to learn to live in a democracy is by living in one, the only way to learn how to cope with social problems is by coping with them, and that the time to begin learning difficult skills is in youth.

When the people come to their right minds they will understand these things. They will realize that the extra-curricular

activities of the school are a wonderful laboratory for developing skill on the part of youth in the practical arts of citizenship.

The teaching profession has borne more than its share of the burdens and losses of the depression, but it appears certain that the people will again want what it has to give and more of it than ever before. The profession must not lose its faith in the indispensable educational values for boys and girls that lie in the organized social life of the school, for sooner or later, probably sooner than in our distress we may be able to imagine, the people will turn to us again and tell us to set up the extra-curricular activities anew and make them better—for the boys and girls will have more and more difficult problems to manage and they must be able to handle them better, much better than ever before.

Paul W. Terry is professor of education at the University of Alabama. He is widely known for his outstanding work in the field of extra-curricular activities.

## School Assemblies

M. Channing Wagner

**A** FEW WEEKS ago a teacher who thoroughly believed in the value of assembly programs was asked to give a statement as to the aims and purposes of the school assembly. Her statement is as follows: "I believe that in our school the school assembly has been of great assistance in developing school unity and a splendid school spirit. We have found it extremely helpful in supplementing and motivating our class work, particularly has this been true in providing a means for bringing the culminating activities of our new social science curriculum to the attention of the pupils in our school, thus building up proper audience attitudes and conduct.

"Our social science teachers say that the boys and girls return to the classroom with a greater interest in social science because of the splendid programs which

have been presented in the school assembly. It is my judgment that every school ought to place a greater emphasis on the use and value of assembly programs."

### FIRST WEEK OF MARCH

The curricular work of the school offers material for splendid programs in assemblies. Thus the English work may be most effectively presented. Much that is, and most that should be, presented in our literature or composition work is vital and of genuine interest to the pupil. For this reason many poems could be presented or many of the good short stories retold or read and, best of all, plays or parts of plays may be given and most of the stirring scenes from fiction may be dramatized.

The writer believes that pantomime could be used to a greater extent in assembly work for its own dramatic effect,

or guessing contests held to locate scenes or characters from many of our best works in literature. This type of program produces fine effects from character study and presentation with the aid of the home economics and industrial arts classes in making costumes.

It is suggested that the following characters from famous books be used in pantomime: Scrooge, Gulliver, Sir Gallahad, Robin Hood, Rip Van Winkle, Ichabod Crane, Pied Piper, Tom Sawyer, and others. Then, again, dramatizations of scenes from freshman and sophomore reading subjects may be used, such as Portia and Shylock from *The Merchant of Venice*; Roderick Dhu and Fitz James from *The Lady of the Isle*, Uncas and Leather Stocking; revealing the plot in *Treasure Island*; and the opening of Hepzibah Pyncheon's shop in *The House of Seven Gables*.

The juniors and seniors may participate in a program as a result of poster contests, Good English speeches, slogan contests, or a playlet, "King English Reigns." In this connection public speaking should occupy an important place in assembly programs as it is the purpose of public speaking to explore the various curricular subjects in such a manner that more effective explanations may be desired by the pupils. This program should come as a result of the work in the public speaking classes where they study various forms of speeches and have gained some proficiency in presenting an oration or reading which has been memorized.

### SECOND WEEK OF MARCH

Miss Virginia Brown and a group of pupils of the eighth year are responsible for the following program which grew out of the work in an eighth grade history class in Wilmington. It consisted of the dramatization of scenes from American History.

#### Program

1. Orchestra Selection
2. Brief talk—A New Conception of the Social Studies
3. Culminating activity—dramatization of scenes from American history. Unit: The Story of Cotton in the Development of the United States.

#### ACT I—THE COTTON GIN

Eli Whitney is at work on a new invention. Mrs. Green suggests her dusting brush as a means of overcoming his big obstacle—the clogging of the teeth

with cotton. He takes her idea and completes his invention.

#### ACT II—A SOUTHERN PLANTATION

A Southern family has guests from the North. Sectional differences in the nation are at fever heat. The discussions in this Southern home bring out the opposing views on slavery. The Northerners seem to have somewhat the better of the argument until the colored Mammy comes in and is asked what she would do if she were free and she answers, "I'd stay right where I is."

#### ACT III—ATTEMPT TO SETTLE SLAVERY QUESTION BY COMPROMISE

Congress opens. Parts of the famous speeches of John Calhoun, Henry Clay, Daniel Webster, and William Seward are given by students. The speech of Webster on the important relationship between cotton growing and slavery

#### ACT IV—FALL OF FORT SUMTER

Major Anderson, lieutenants, and messengers by their conversation in the Fort at the time of its surrender relate the incidents of this event.

#### ACT V—THE PERFECT TRIBUTE

This is a dramatization of the story of the life of Abraham Lincoln, by Mary Shipman Andrews. It tells Lincoln's service as attorney in drawing up the will of a dying Confederate soldier. It is from the soldier that he learns that his Gettysburg Address of the day previous is "one of the great speeches of history."

4. Orchestra selection

#### ACT VI—SURRENDER OF GEN. LEE

Through conversation between Generals Grant and Lee terms of the surrender are given. Lee delivers his famous address to his soldiers.

#### ACT VII—A STORY OF THE WAR

Here the members of a household in Vermont discuss the war after it is over. By their remarks they show a definite trend toward reconciliation between the North and South.

5. Dance of the Civil War Period
6. Orchestra selection

### THIRD WEEK OF MARCH

#### St. Patrick's Day Program

The purpose of an assembly for this day should be to present Irish gems in poetry, song, folk dance, and humor. The following program is suggested.

#### Program

1. Orchestra selection—Irish Air
2. Saint Patrick's Poem

3. Saint Patrick's Alphabet
4. Mixed Chorus—"My Wild Irish Rose"
5. Play—"The Shamrock;" characters: Mary, a shepherdess; Patrick, a husky farmer lad.
6. The Life of Saint Patrick
7. Solo—"Waiting for the Sunrise"
8. Irish Folk Dance—"Lassie from Bally Clare"
9. Songs by the School
  - (a) "Wearing of the Green"
  - (b) "When Irish Eyes are Smiling"
  - (c) "A Little Bit of Heaven"
10. Orchestra Selection.

#### FOURTH WEEK OF MARCH

Many schools have presented as assembly programs various municipal and civic projects. The following assembly program came to the attention of the writer. There had been considerable discussion in the community relative to the water which was being furnished to the city. In order that the pupils of the school and in turn the parents in the community would have a better understanding of the situation a program was planned and put on by members of the Chemistry classes. Several class periods had been given in part to the discussion of the various questions involved concerning the method of supplying water to the city. The members of the Chemistry class and the City Engineer and Instructor were seated on the stage. The apparatus necessary for the explanations had been set up in advance by the class:

#### Program

1. Orchestra selection

2. A brief explanation of the purpose of the assembly by a pupil who then introduces a member of the Chemistry class as chairman of the day.
3. A statement of the problem facing the city with reference to the supplying of water.
4. Demonstrations. Very large test tubes are used with the precipitates showing the various elements in city water.
5. Demonstrations showing the use of soap to soften city water.
6. A talk using charts and diagrams made by the Art Department showing the cost per hundred gallons of softening water by using various scaps, and other materials to show that the softening plant costs far less than the use of soap for this purpose.
7. A mechanical plan of the plant, drawings, outlines, shown by a pupil explaining how the softening process takes place and the chemical principles applied in the softening plant.
8. Questions proposed by certain members of the class and answered by other members of the class, the City Engineer, and instructor.
9. Orchestra selection.

M. Channing Wagner is assistant superintendent of schools of Wilmington, Delaware. His book, **Assembly Programs**, is a widely known and an immensely popular one. Arrangements have been made by which this outstanding authority on assemblies will give **School Activities** readers a complete outline of assembly programs each month.

## Winning Debate Strategy

Harold E. Gibson

THE MARK of a well trained army as well as a well trained debate team is the proper use of strategy. If a debate has been especially hard fought throughout the entire constructive case, and the teams seem to be very evenly matched, the decision will usually go to the team that uses the best system of strategy in their rebuttal speeches. It is always in the rebuttal speeches that the greatest re-

sults are found from effective strategy.

A bit of strategy often overlooked is the use of time. In building the constructive speeches the debater should be careful not to spend too much time in giving long and tiresome quotations. All quotations should be boiled down to their most concentrated form and given in a brief but clear manner that will place the opposition on the defensive immediately.



The strategy of confining their attentions to the basic and relevant issues seems to be an exceedingly difficult task for all debaters. There are certain parts of every debate that must be attacked successfully if the team wishes to win. On the other hand there are also many parts of the debate that are of little or no importance to the final establishment of the case. These parts may well be disregarded in rebuttal. It is the major points that must be attacked if either side wished to establish their contentions. An example of debaters who have failed to attack the important issues in the debate came up in this years question. The debaters were spending their time attempting to prove that there was a lack of freedom of speech on the American radio. Their opponents on the negative side attacked the lone example given by the affirmative. The affirmative then spent an entire rebuttal speech in an attempt to show again that this particular instance was a case of lack of freedom of speech. They were wasting their time on an unimportant fact, and at the same were failing to prove the basic contention that there was a lack of freedom of speech which was actually true. They should have disregarded this minor point of the opposition and spent the entire speech on the all important question of the lack of freedom of speech over the air in this country. The debater must find out what the important arguments in the debate are and attack only the basic issues in his rebuttal.

The job of directing the strategy of the team should be delegated to the debater who has the best ability to think out the fallacies in the arguments of his opponents. He should be designated as the captain before the debate starts and in the actual contest he should decide the course to be taken in rebuttal by his colleagues when there is any doubt. This system places the ultimate responsibility for the debate on the shoulders of this captain, and he must handle his debaters well if he is to win.

Several methods of effective strategy are listed below:

#### ASSUMING FOR THE SAKE OF ARGUMENT

This is an excellent bit of strategy if the proper precautions are taken in its use. This method must be carefully planned in advance, and all possibilities of the opposition should be considered before attempting its use. Never employ this

method extemporaneously, as it is too difficult to use without a thorough study. Assuming for the sake of argument is the method of admitting one of the points for your opponent, and then proceeding to refute this admission. The debater practically admits the argument of his opponent in order to have a chance to refute the point. The advantages to be derived from this system are as follows: (1) you have not admitted your opponents contentions directly; (2) it often renders useless or superfluous a part or all of an opponents speech; (3) it places the opposition in a defensive position, which always gives strength to your side; (4) it is usually so unexpected that the opponents are thrown into confusion because you have admitted one of their major contentions.

#### ADVANTAGE OF TAKING THE OFFENSIVE

There seems to be little justification for a team to allow its opponents to attack it with such vigor that it is constantly on the defensive. The better method is for the debaters to make such a vigorous attack upon the contentions of their opponents that they are driven back and forced to defend their own case rather than launch attacks upon their opponents.

In taking the offensive the negative has the advantage. The affirmative must propose something new, and this gives the negative every chance in the world to attack and use offensive tactics.

#### REDUCING TO THE ABSURD

This is the method of strategy that is always effective, but which must also be used with great caution. Its use will nearly always get a laugh from the audience, but this does not mean that it has been effective. The method consists of simply taking the statements of the opponents and showing how utterly ridiculous they are when carefully analyzed. If the opponents have actually proposed something ridiculous it is proper to show this mistake, but care should be taken not to make the correction appear to be sarcasm.

The great difficulty found in the use of the system of reducing to the absurd is the fact that most debaters are not willing to stop when they have shown the absurdity of the statements. They too often feel that this gives them an opportunity to make a thrust at their opponents debating ability. This is always poor ethics and shows poor judgment. It must be avoided.

## SARCASM

In arranging effective strategy the use of sarcasm is one bit of strategy that should be disregarded. It may be clever and pleasing to the audience, but it is not sportsmanlike, and too often proves disastrous. When tempted to use sarcasm the debater should remember that more debates are lost because of sarcasm than from lack of debating ability.

## INCONSISTENCIES

When an inconsistency is found in the arguments of the opposition it should be pointed out. Often a statement is made by one speaker, that is entirely different from a statement of a previous speaker. When two conflicting statements are made they should be pointed out and the difference made clear.

## OUT OF DATE EVIDENCE

As a general rule the best evidence that can be represented is the latest available. If one debater quotes the 1920 census, and

his opponent quotes the 1930 census to prove the same point the later should have the greatest weight. When old evidence has been given, and the debater has evidence that is more modern he should be very active in the use of the new material.

## SUMMARY OF AUTHORITIES

The best method of ending the rebuttal speech for either side is the use of a summary of authorities. The authorities for both sides should be given, and the debater should point out just why his authorities are more qualified to give expert proof than the authorities of his opponents. The reading of an impressive list of authorities who have been used to build up your contentions makes a fitting conclusion to a good debate.

This article concludes Mr. Gibson's series for this school year.

## How Activities Are Administered

Orlie M. Clem and Richard Klyver

TWO MOVEMENTS projected into secondary education in recent years have now become institutions. The first is extra-curricular activities; the second is the six-year school as a form of organization. Both institutions are now present in the same house, and the problems of adjustment are legion. It is hoped the present report may provide helpful data as to current practice and competent professional opinion concerning the administration of extra-curricular activities in the six-year secondary school.

The first phase of the study here summarized indicated some practices in administering extra-curricular activities in the six-year secondary school.

The second phase presents a statement of opinion from competent professional workers as to desirable practices in administering extra-curricular activities in this type of school. For the first phase of the study, a "practice" questionnaire was administered to fifty-four principals of six-year secondary schools in New York State and Pennsylvania. The range

of enrollment of these fifty-four schools was 100—2,713 pupils; the average enrollment was 700 pupils. The average number of teachers was 28.18. The average age of these schools was 6.94 years. For the second phase of the study, an "opinion" questionnaire was administered to 48 six-year high school principals and 29 city superintendents of schools in New York State and Pennsylvania; also to 29 leading professors of secondary education in the United States. The data provide opportunity for comparison of "practice" with "opinion."

### *Organization of Extra-Curricular Activities*

In the field of sports or athletic activities, 40 or 52 schools report separate organizations for both junior and senior divisions of the school. For the non-athletic activities, 24 of 50 schools report separate organizations. Opinion is in accord with practice on this item, 71 of 99 respondents favoring separate organizations.

Members of the three professional

groups were asked: "When extra-curricular activities are combined, do you consider that pupils in both divisions have an equal opportunity for leadership?" Each group agrees, and 84 of 99 total respondents, that there is not equal opportunity. Extra-curricular activities for each division appear to possess a distinctiveness which forbids combination. The desirable goal is probably integration of extra-curricular activities in the six-year school rather than combination.

#### *Relative Emphasis in Junior and Senior Divisions*

Twenty-one schools place greater emphasis on extra-curricular activities in the senior than in the junior division, while 31 do not. Opinion of each professional group is in accord with practice. Only 30 of 98 educators favor greater emphasis in the senior than in the junior division.

#### *Extra-Curricular Period in Daily Schedule*

More than half of the schools have an extra-curricular period in the daily schedule, for all grades. The data indicate the period to be slightly more common for the junior than for the senior division; also a uniformity of procedure for the various grades within each division. Five schools report extra-curricular periods in the weekly schedule for grades 7, 8, and 9; also, four schools report weekly schedules for grades 10, 11, and 12. Approximately three-fourths of each group favor the extra-curricular period in the daily schedule for all grades, with slightly greater emphasis in the junior division.

#### *Extra-Curricular Directors*

The general practice in these schools is to have an extra-curricular director for both the junior and senior divisions. Only 17 schools report separate directors for each division, while 35 do not have separate directors. Composite opinion is slightly in favor of separate directors as indicated by 49 of 93 replying. The majority of professors of education do not favor separate directors for the two divisions.

#### *Use of Point System*

Six of 51 schools report the use of a point system for the junior division; 11 of the schools employ a point system for the senior division. Sixty-three of 96 respondents favor a point system for the

junior division; 70 for the senior division. Opinion and practice in these schools are considerably at variance relative to this item.

#### *Club Membership*

In 6 of 51 schools, membership in clubs is denied to seventh-grade pupils. In terms of opinion, 97 of 102 respondents consider that club membership should be open to seventh grade pupils. The five opposing membership for seventh graders consisted of three superintendents and two principals.

Fourteen of 49 schools permit junior division pupils to participate in interscholastic athletics. Of these 14, five schools report only partial participation, meaning limitation to certain sports or within certain grades. Slightly more than a third of the respondents favor participation in interscholastic athletics by junior division pupils. These data are in accord with recent educational theory on this point.

#### *Intra-Mural Athletics*

Forty-six of 50 schools report a program of intra-mural athletics for the junior division; 46 of 51 schools, a program of intramural athletics for the senior division. Opinion on an intra-mural program for the junior division was unanimous; opinion on intramural athletics for the senior division was almost unanimous, only two reporting as unfavorable.

#### *Sports for Junior Division Pupils*

Basketball, track, and baseball are the three most common sports for junior division pupils in 30 or more of these schools. Football is surprisingly the most common sport for junior division pupils in 27 schools. Either swimming, hockey, archery or la crosse is the most common sport in 10 schools or less.

#### *Other Extra-Curricular Activities for Junior Division Pupils*

Thirty or more of these schools have the following non-athletic extra-curricular activities for junior division pupils: orchestra, glee club, band, dramatic club, student council, science club. From 20 to 30 schools have a school paper, a nature study club, and first aid. From 10 to 20 schools have a social studies club, an English club, a radio club, and a language club. Less than ten schools have a de-

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## SARCASM

In arranging effective strategy the use of sarcasm is one bit of strategy that should be disregarded. It may be clever and pleasing to the audience, but it is not sportsmanlike, and too often proves disastrous. When tempted to use sarcasm the debater should remember that more debates are lost because of sarcasm than from lack of debating ability.

## INCONSISTENCIES

When an inconsistency is found in the arguments of the opposition it should be pointed out. Often a statement is made by one speaker, that is entirely different from a statement of a previous speaker. When two conflicting statements are made they should be pointed out and the difference made clear.

## OUT OF DATE EVIDENCE

As a general rule the best evidence that can be represented is the latest available. If one debater quotes the 1920 census, and

his opponent quotes the 1930 census to prove the same point the later should have the greatest weight. When old evidence has been given, and the debater has evidence that is more modern he should be very active in the use of the new material.

## SUMMARY OF AUTHORITIES

The best method of ending the rebuttal speech for either side is the use of a summary of authorities. The authorities for both sides should be given, and the debater should point out just why his authorities are more qualified to give expert proof than the authorities of his opponents. The reading of an impressive list of authorities who have been used to build up your contentions makes a fitting conclusion to a good debate.

This article concludes Mr. Gibson's series for this school year.

## How Activities Are Administered

Orlie M. Clem and Richard Klyver

**T**WO MOVEMENTS projected into secondary education in recent years have now become institutions. The first is extra-curricular activities; the second is the six-year school as a form of organization. Both institutions are now present in the same house, and the problems of adjustment are legion. It is hoped the present report may provide helpful data as to current practice and competent professional opinion concerning the administration of extra-curricular activities in the six-year secondary school.

The first phase of the study here summarized indicated some practices in administering extra-curricular activities in the six-year secondary school.

The second phase presents a statement of opinion from competent professional workers as to desirable practices in administering extra-curricular activities in this type of school. For the first phase of the study, a "practice" questionnaire was administered to fifty-four principals of six-year secondary schools in New York State and Pennsylvania. The range

of enrollment of these fifty-four schools was 100—2,713 pupils; the average enrollment was 700 pupils. The average number of teachers was 28.18. The average age of these schools was 6.94 years. For the second phase of the study, an "opinion" questionnaire was administered to 48 six-year high school principals and 29 city superintendents of schools in New York State and Pennsylvania; also to 29 leading professors of secondary education in the United States. The data provide opportunity for comparison of "practice" with "opinion."

### *Organization of Extra-Curricular Activities*

In the field of sports or athletic activities, 40 or 52 schools report separate organizations for both junior and senior divisions of the school. For the non-athletic activities, 24 of 50 schools report separate organizations. Opinion is in accord with practice on this item, 71 of 99 respondents favoring separate organizations.

Members of the three professional



groups were asked: "When extra-curricular activities are combined, do you consider that pupils in both divisions have an equal opportunity for leadership?" Each group agrees, and 84 of 99 total respondents, that there is not equal opportunity. Extra-curricular activities for each division appear to possess a distinctiveness which forbids combination. The desirable goal is probably integration of extra-curricular activities in the six-year school rather than combination.

#### *Relative Emphasis in Junior and Senior Divisions*

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# A School Festival

Robert C. Nance

JUST AS I stopped my car in front of my brother's home on one of my sudden week-end visits, the lights snapped off in the house. The family just leaving. Six-thirty seemed a peculiar hour for a family to be going out. Perhaps my arrival at that hour would inconvenience some one, for I knew that such hospitality as I always found there would not permit me to stay alone. And there are many places a family of four including a girl of sixteen and a boy seventeen might go where it would seem awkward to take an uncle who had happened in.

But my worry was cut short. "Hello, Uncle John," was my greeting from Helen as she came running to my car. "You're just in time to go with us to our School Festival. You'll go, won't you?"

After the others had come up, exchanged greetings with me, and joined in Helen's invitation, I consented to attend the School Festival. "It's only two blocks to the school house. Better just leave your car parked here," advised George. "Then it won't be in the jam after the festival is over. I'll have to hurry on. You'll excuse me, won't you? Sis will come with you and show the way. I'll be in Room 18 with the merchants' prizes"

"The merchants of our town were invited each to give a dollar article for our drawing," Helen explained. "Every guest gets a number, except students who are putting on the festival, and everybody hopes for a lucky number."

"How much do you think I'll need? It's a fifteen cent show, isn't it?" asked my brother.

"Better have five dollars along if you don't want to run short," Helen laughed. "We're raising money for the high school annual. Fifteen cents is the first cost, but then there's the up-keep. We're going to keep it up all evening, too!"

The school was lighted up. People were waiting for the doors to open. Helen slipped in the basement door.

"We'll see her at the fortune teller's booth," her mother explained.

After the first fifty cents of the threatened five dollars had been exchanged for

a nickel and a strip of three adult tickets, we were jostled by other early comers to a place where a big "This Way Please" showed us the "door"—really a gap between tables in the main corridor.

Here were two young ladies and a young man. A doorkeeper took our tickets; the other handed each of us a small numbered cardboard. Mine was 13.

We were now confronted with another cashier's desk over which was posted a sign saying "Buy Your Festival Script Here." A little confused by the strangeness of the place and the noise that seemed to spring up from everywhere, I begged to be allowed to drop out of the family party and out of the line. I wanted to stand aside and see what a school festival was like. The family finally consented to leave me for a while.

The crowd was pouring in. Everyone seemed in a hurry. The cashiers were making change rapidly. The corridor was being filled with laughing, joking men and women, boys and girls.

I was holding my hat and overcoat. "Will you tell me where I can put my wraps?" I asked, sidling over to a man.

"There is a check room where that crowd is standing."

The sign read "Check your Wraps Here—5 cents." I proffered my hat and coat and a nickel to one of the girl attendants. She explained that the School Festival plan would permit the taking of money only at the regular cashier desks. Raising her voice over the noise of horns, squawkers, and whistles, she made me understand that I had to buy script for use in checking my hat and coat. I bought a dollar's worth of script. The attendant at the check room took my hat and coat, pinned a number on my coat, gave me the check, placed my wraps in a seat of the room which was a recitation room, punched off one of the squares of my ticket, and turned to her next customer.

It happened that before I got back into the current of the crowd I noticed the man who had directed me to the check room, still standing as though waiting for some one. He met me with, "You're a stranger

here, I believe. May I show you about?" I found he was the principal of the high school.

"You have enough to do to handle this crowd."

"No, I am quite at leisure," he insisted. "The School Festival is a student function. If students are to get the training they must do the managing and the work. Of course the teachers help."

"What is a School Festival?" I asked.

"It is what might be called a school carnival," he answered. "We believe the word carnival carries some of the stigma of the street fair and the word festival gives it some of the dignity that should go with a school function."

"The students run this affair alone?"

"Not exactly. The festival is planned to give training and experience to students, not teachers. The faculty members have guided and directed the festival from the first, and this evening you will find a teacher giving general supervision over each department. They are, however, not working."

Dancing about on a box was a boy urging the crowd to go through Giggle Alley. His costume and make-up were almost professional. Over the babble of voices and the increasing din of squawkers, horns, and whistles, he urged the crowd to "Visit Giggle Alley. Giggle Alley! Giggle Alley! Hear them laughing."

A sweet faced girl at the door punched a unit off my scrip. Another girl inside the door (I couldn't see her face in the dark room) placed my hand on a string and told me in a low voice to follow it. I heard a few shrieks as if something terrible might be happening to those ahead of me.

I followed the string. It took me first up an incline plane which topped suddenly and hurried me down an incline plane. Next I had to walk over what appeared to be bed springs, then a ladder, and a number of other hazards. Precautions had been taken against using anything that was likely to injure a person or his clothing.

At last the string brought me to a curtained door through which I could see another door opening into the light of the main corridor. I was soon out again, and could still hear: "Visit Giggle Alley! Giggle Alley! Giggle Alley! Hear them laughing!"

Three barkers urged me to take in the "zoo." Large posters told us to see the

lion, the monkey, the hairless dog, the lynx,—“a regular P. T. Barnum collection.”

The lion was a dandelion, the hairless dog was a weiner, the lynx a section of log chain, and the monkey, a looking glass in which I did see a funny looking simian! Yes, and there were several more “animals!” I laughed at the other visitors and with them.

Next? Here was the bodyless woman. “A head without a body—oo-h!” said the bally-hoo man. “And she’ll talk to you—she’s real!” added his assistant.

In plain sight was a table and in the center of it a girl’s head—a real girl. She laughed and talked, and I began to feel weak. I looked under the table and sure enough I could see no body. Even the back wall showed plainly—there wasn’t any body. I felt spooky. I knew the illusion was created by the use of mirrors but for the life of me I could not see any mirrors, nor the semblance of any. I admired the ingenuity of the students who created that illusion. In fact the whole festival was fascinating.

Here was “Bozo, the Wild Man.” I read about him on the posters. Too, I could hear his moans and groans. My curiosity was aroused. Sure enough, Bozo was a wild-looking fellow indeed, patiently stroking a single string on a bass viol.

The next show was called Broadway Beauties. On the platform in front were some sample beauties singing and dancing. Their feet and hands were big and their muscles showed the strenuous development of the gridiron, but with their dress and make-up even these strong high school lads really did look pretty.

Their manager told us how the program had been organized and the dialogue written—an original creation in their school. That helped a lot to make us appreciate it.

I visited the next specialty, “The Plantation”—an original minstrel show.

The gymnasium was brightly lighted and gaily decorated. Temporary booths and stands had been constructed along all sides of the room. Everything that goes with a street fair was being sold by students. Every one was buying. Noise makers kept up a din. Penciled eyelashes, dainty moustaches, painted lips and cheeks, even whiskers—all fresh from the “beauty parlor”—gave everyone a spirit that demanded a good time. Novelty



hats, canes, jewelry, and badges spread their contagion. I even bought a cane for myself! It was a compromise between the abandon I felt and the dignity I thought was becoming to me as a stranger on a visit.

"Having a good time, Uncle?" It was Helen with make-up, dress, and trappings of a gypsy fortune teller. "We have just changed shifts and I'm off for the rest of the evening. Let me show you around. Wait till I get some script." She hurried me away to a balloon shooting gallery. Bright colored balloons suspended on a large backboard were the target for hand darts. "Five cents a throw—a fountain pen if you burst a balloon!" Helen's three darts fastened themselves in the vast space between balloons, as did two of mine. My third dart struck a big purple balloon, which added its loud report to the bedlam of the occasion. "The gentleman wins!" called out the youthful operator, and handed me a fountain pen—with which, by the way, I am now writing.

The next concession advertised: "Get weighed, 5c. Get a box of chocolates if we don't guess within five pounds," read the poster. They underguessed Helen's weight only two pounds, but when they guessed me 168 pounds I knew that I had a box of candy coming. There were only five pieces of candy; I am sure the management made a profit!

The refreshments booth served popcorn, candy, "hot dogs," coffee and lemonade in exchange for a punch at the script for each item. Helen took a lemonade in which I could see no evidence of lemons. I had a sandwich and a cup of coffee.

Helen's parents and I found seats in the gymnasium balcony, to await the drawing of prizes—the last thing on the evening's program. After what seemed to be several hours, things seemed to subside a little. Even the four clowns who had been adding merriment to the crowd were sagging against the wall. Then a whistle, and with a clear voice our George gave his brief instructions. "If you will kindly be patient for a moment while seats are being arranged, we shall entertain you presently with the drawing of prizes donated for this purpose by the merchant friends of the school." This said, George disappeared behind the stage curtains.

From under the stage came low barges

on rubber casters, piled with auditorium chairs. Guests from the other parts of the building had thronged in to fill up seats as fast as they were available.

Suddenly the stage curtains glided apart to display the prizes, each marked with a placard to show its donor.

A bale of hay from Bert's Feed yard, flour from the Murual Mill and Elevator, a big pine board from the Helper's Lumber yard, a sack of potatoes from Hempt Grocery, a chicken in a coop marked Jones Produce Co., etc. Hanging on the wall at the back of the stage were cards some of which read as follows: "Good for \$1.00 in trade at the City Barber Shop," "Good for \$1.00 in cash at the Citizens National Bank," "Good for a round trip ticket to your county seat town if presented at the Union Bus Station."

George with several helpers came on to the stage. He explained that each prize in turn would be placed on a table at the center of the stage, that he had duplicates of all numbers held by the guests, and that a young lady assistant blindfolded would draw the number from the box.

The first prize was a bottle of hair tonic from a drug store.

The next article proved to be a ticket good for a dollar's worth of merchandise or watch repairing at a jewelry store.

One contributing merchant drew his own jug of vinegar.

The prizes were getting few and I despaired of getting anything for my unlucky thirteen. The bale of hay was placed on the table and the crowd got set for a good laugh. "Number two-hundred-thirty-two," called the manager. "Two-three-two," he repeated. Nobody responded. He passed the box to the blindfolded lady for another number. Eighty-one was the number. Nobody responded. The lady drew again. "Number thirteen," was the announcement. I found myself making my way down the balcony to claim a bale of hay and have it put back for me.

Everybody was slow to leave the building. Some who had some money left were seeking to spend it.

Some thirty minutes after their parents and I had arrived home, Helen and George came in jubilant over the success of the school festival. They had stayed to help with the work of cleaning up and to get a report of the receipts. The af-

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# Development of a Plan of Home Room Activities

Frank K. Reid

**H**OME ROOM plans, like clothing, look best and wear best when made to individual measurements. Hand-me-downs in home room schemes have much less to recommend them than in the case of clothing. If cheapness and availability are the essentials, rather than results, then use the hand-me-downs. The real understanding of the needs of the pupils as felt by the teachers is the guarantee of success of any plan. The life blood of the plan grows out of the philosophy of education of the principal and the staff. No philosophy, no life!

As your teachers develop the detail of the plan, they get the vision. Success can be measured only in the spirit of the teachers toward the ever-present home room opportunity.

It is much more important, if success is important, to have the plan than the details. The steps listed herewith are those used in the development of our home room plan in the Roosevelt intermediate school, Wichita, Kansas.

1. Through teachers meetings and group discussion we established a clear-cut statement of the working purpose of our school. This placed the child as the center of the school activity and necessitated that subject matter and activities be adjusted to the individual and not vice versa. This brought from the teachers a demand for something definite as an aid.

2. The formation of a committee of five to begin an active study of the situation was the next move. Committee meetings and faculty meetings helped to shape the preliminary steps. Each teacher was asked to prepare a program of activity for her home room for the semester and to supply the committee with a copy of the plans and suggestions. Plans from many other schools were studied and discussed. This to a great extent just opened to each teacher the depth of the undertaking.

3. The committee's next step was to furnish to the group a tentative program of activities. These were to be enlarged

upon by teacher and pupil. Each teacher was to follow the program with a written criticism. They were encouraged to say it as they pleased. However, each was asked to make constructive suggestions also. Inasmuch as this was undertaken as a group project by the group each teacher was required to supply the above information.

4. From time to time the contributions from teachers which were considered especially good by the committee were posted for inspection of the group.

Previously teachers had asked for a period in which they might work individually with the pupils of the home room. This was made possible by having activity programs on alternate Tuesdays, thus leaving the opposite Tuesdays for conferences. This soon brought forth a demand for some plan to centralize with the home room teacher the information concerning the pupil, his work and his citizenship. A sub-committee developed and submitted the plan that resulted in our present plan of citizenship rating.

5. The entire plan was rewritten for the third time in order to benefit by the continued experience of each teacher. The teachers' criticisms and suggestions formed the basis of all revision. During the present semester each teacher is asked to omit the one suggested program which has the least value in her opinion and to substitute one as planned by her pupils and herself. This new one, with suggestions, is to be sent to the committee.

6. Criticism and suggestion on the general plan are accepted at any time by the committee. These are put into use or are constructively answered by securing the best possible authority on the subject. For example the question of grading pupils on home room activities recently was raised. By writing to the leading authorities and school officials it was found that even those who were using the plan were very much opposed to the idea.

7. The plan has had excellent support

from those in charge of our system. It has been presented to our P. T. A., the study group, our State Convention, to our University and to such authorities as Dr. Fretwell and Professor McKown. The criticisms and favorable comments have done much to strengthen the group belief in their work.

8. At all times to the greatest extent possible our teachers are credited for the good work done with the pupils of their

home room. It is our philosophy that the home room plan is the means, that the child's growth is the end.

Frank K. Reid is principal of the Roosevelt Intermediate School, Wichita, Kansas. His outstanding work with his home room program has aroused the interest of school people in many states. He is doing much to demonstrate the opportunity offered in the home room movement.

## The New Type Commencement Reaches the Small High School

Jos. H. Walsh

ALL COMMENCEMENT programs which have been presented in the past seventy-five years may be roughly grouped into two general classes. Before the turn of the present century, because the schools had limited cultural curricula, most of the graduation exercises consisted of a series of rhetorical, readings and bombastic orations. These were usually interspersed with music. Since the enrollments were small all the graduates took an active part in the programs. With the ever-accelerating increase in high school enrollments after 1900 it was natural that the larger graduating classes with their diversified student interests resulting from expanded curricula and broader occupational opportunities should dictate another type of program. Then, too, it was about this time that the professional commencement speaker "arrived." Henceforward graduation exercises really ceased to be senior affairs. The program revolving around the commencement speaker is "traditional" with a majority of schools today.

The newer type commencement program is often referred to as the "central theme" or "unified" program. Probably the first of these appeared about ten years ago. Although it may be developed in any school regardless of size, only larger schools in the main have used this idea. The subject for this type of com-

mencement should come from the senior class; its development and organization into a unified whole should rest with them. Naturally, they will need the guidance and help of the faculty. In smaller schools all seniors can have some part in the exercises; in the larger schools where this is impossible limitations based on special abilities, scholastic rank, individual desire, class nomination, or a combination of these might be used in making selections. Many who do not take part in the graduation program could be included in some of the other activities incident to commencement week. Since commencement is, or should be, a senior event, special speakers, board of education members, teachers and the superintendent have no part in the program proper and do not appear with the class.

The objective of the central theme may vary.

1. It may be interpretive. The purposes of one or all of the school departments or co-curricular activities, or some phase of the general school organization may be drawn upon. Parents and patrons are always interested in what the school is doing and what its aims and purposes are.

2. It may be informative or instructive. Aviation and music suggest themselves as possibilities. "The March of Progress" was the theme adopted by the

seniors of the Fulda (Minnesota) high school for 1933. It was suggested by "A Century of Progress" exposition in Chicago. Progress in the physical, cultural, and practical sciences was orally and graphically portrayed.

3. It may be entertaining. Experiments in the physical sciences, novel musical arrangements, and the fine arts offered abundant opportunity for weaving a program that may be decidedly entertaining.

4. It may be a pageant. Local and state history are rich in material that can be vividly and effectively used in creating a pageant for commencement. One might well be woven around any of the threads of history, as railroading and aviation. The pageant plan might also take the form of a play.

This type of program can be adapted to the interests of the community and the senior class. The resourcefulness and abilities of the seniors and the faculty determine its elaborateness and limits, providing adequate time is allowed for its preparation. It has positive educational value because it is an objectivated student project. The seniors enjoy the work fully as much as their last home game or the class play; and parents always enthusiastically endorse good programs that bring forth and develop the talents of young people.

Jos. H. Walsh is superintendent of schools at Fulda, Minnesota. His extraordinary success with the new type commencement in the small high school places him in a position to speak with authority on this subject.

## Dramatics for All

Florence E. Mixer

WHEN Shakespeare wrote, "All the world's a stage," he could not have known he was suggesting a solution for one of our present day educational problems. With school budgets slashed, and educators seeking ways of economizing, it is refreshing to find an extra curricular activity which can be carried on with little or no expense. A dramatic club is an important need in complete pupil development, and it can be supported in almost any school.

If a club is to be successful, however, it should take in all the pupils who are seriously interested, and work for the enjoyment and benefit of the members rather than public performances. The number of such clubs is encouraging, but there are still too many clubs which consist of only those with exceptional talent who have taken part in public presentations. Dramatic clubs should discover talent for school plays instead of the plays' making the club personnel.

Many pupils of junior and senior high school age have a leaning toward dramatics. In a school of several hundred pupils, fifty or more will usually try out for a class or school play with a dozen in the

cast. Although only twelve can be chosen for the play, at least thirty would be interested enough to join a dramatic club in which they could have the training and the fun of putting on plays in the meetings.

Probably few, if any, would show exceptional talent, but the experience is invaluable. It helps them overcome the self-consciousness of early adolescence, develops platform presence, and paves the way for later dramatic participation. When a play is to be presented in higher schools, a question often asked is, "Have you belonged to a dramatic club or taken part in any plays?" No matter what native talent a pupil has, he is at a disadvantage unless he can give an affirmative answer. A dramatic club within the reach of all is the solution of this problem.

No elaborate facilities are necessary. A room, a coach, and a few copies of simple plays are enough for a start. Throughout, the idea should be to keep down expense. Even a stage is not imperative. Until the club has been carried on for some time and the members have reached the study of costuming and scenery there need be no expense for these items. When we know



that two professional performers have presented three one-act plays with widely different settings using identical stage property for all of them, we know a club's needs can be kept simple.

On almost every faculty there is a member who has had some training or experience in dramatics and who is interested enough to serve as club adviser with little or no extra remuneration. If such a person cannot be found on the faculty, there may be a person in town who is capable and willing to help. For several years a town with about seventeen hundred inhabitants has had an outstanding dramatic club among the adults. Recently a junior dramatic club was formed with the mother of two of its members for leader, who had been prominent in the senior club.

At first procuring plays would seem to be an item of considerable expense. A bound book or two of one-act plays are good for a start. Even funny farces should not be scorned. There are many good ones in which real dramatic situations occur and it is an art to play a comic part and bring out all the laughs without letting it become a caricature. Especially if the players are self-conscious, a simple play with considerable comedy will help them to forget themselves, and when they have developed platform presence, more difficult plays can be introduced. If money must be raised to purchase plays before any practicing has been done, a mixed program of individual numbers and very simple sketches can be given. If its

purpose of the program is announced, there will be sufficient support to provide material for temporary use.

Any one who has had experience in casting plays is familiar with the big, blundering Roberts and the shy, retiring Elsie who aspire to playing leading parts. In the usual public performances their cases would be hopeless but in this kind of club they can sometimes have their desires fulfilled. Besides it will help them to develop better personalities, for when one has studied a part and lived it through rehearsals and the performance, some of it always becomes his own.

Short plays, each of few characters, are easier to prepare, and give a chance to more players than two or three-act dramas. Walking rehearsals in which the players act the parts as though they were playing to an audience but read the lines, give good practice in acting different parts without extensive memorizing. Occasionally two or three casts may present the same short play, each giving its own interpretation, with a committee or the rest of the club acting as judges. Such competition adds much interest if it does not become too serious.

Of course the ultimate object will be the ability to produce high grade plays with really artistic touches, but the enjoyment of all concerned must always come first. When ambition or money making makes the club work a task instead of a pleasure, it has defeated itself. The acting's the thing!

## Training for Hotel Employees

E. W. Sudlow

**A**N EDITORIAL in a local newspaper reads, "Out of all the froth of words and gestures concerning unemployment, the vocational schools stand out as one of the few effective cures." The occasion which called forth this statement was the graduation of a class of some three hundred students who had completed the prescribed course in hotel training at Miami, Florida. Under the Smith-Hughes Act vocational training is available to any community provided the school board will

accept the terms of the Federal Government when providing assistance. The Government assumes 50 per cent of the expense of Vocational Training Schools; the state, 25 per cent, and the local school board is responsible for the remaining 25 per cent. This applies to any course in vocational training,—the community selecting such as may be of most value to that particular locality.

In Florida the big industry is the hotel and apartment house business. Thous-



ands of trained workers are brought into the state each season to fill positions offered in hotels, clubs and apartment houses. According to a survey made by the Regional Director of Vocational Training, more than one million dollars is paid out annually to these imported workers. Therefore what Florida needed was a training school for this particular vocational field.

And so preparations were made to offer this course in Miami. That it was popular was shown by the fact that the morning after the announcement was made in the local papers applicants for training formed a line at the vocational director's office, eager to be enrolled. More than eleven hundred applications for training were received, but not all were accepted. There were 333 enrolled, and of this number 296 were awarded certificates.

At first all classes met in the Vocational School building for a period of academic instruction. After several weeks spent here on such subjects as ethics, relationship and responsibility, the classes were taken for practical instruction to one of the most modern and best-equipped of Miami's hotels. Here is where the Miami school differed from any other training school for hotel employees. Training was actually received in a hotel building, simulating actual working conditions as nearly as possible. There was offered a class in each of the following divisions: housekeeping, front office, dining room, bell boys, bus boys, housemen, linen room attendants, food checkers, cashiers and switchboard. Teachers were chosen with practical experience in hotel work. Each instructor's experience was as recent as the previous season. The Southern Bell Telephone Company furnished free of charge a special instructor for the switchboard operators. A graduate of a hotel training school was selected for one division but dropped after a few days as it was found that theory would not put this job over. Another teacher was secured as a loan from a large hotel the manager releasing him part time to take care of this class.

The subject matter used in this training school was worked out by the individual instructors and based upon their practical experience in the departments in which they work. This text after it was prepared by the individual teacher, was submitted to the teachers as a group. Be-

cause of this cooperation between the instructors there was a satisfactory unity in the entire course.

A large percentage of the graduates were placed in first class hotels following their completion of the course. So well pleased were their employers that the Hotel Owner's Association has expressed a willingness now to take workers trained in this school. Possibly the most significant indication of their attitude is the suggestion that a committee from their membership serve as an advisory board for the faculty.

You are thinking, perhaps, does it pay in dollars and cents? The total expense of conducting the school for one term was \$2231.50. This includes rent of hotel, teachers' salary, printing, equipment, water and light bills, stenographic work, placement bureau and salary of co-ordinator. The co-ordinator was on the job for two months. His duties consisted of the placing of trainees in jobs, assisting them in adjustment to the job and such further training as could be given to enable them to meet the requirements of the particular positions they were filling.

The expense was \$2231.50, but on the other hand the maximum payroll for those placed on jobs was \$2275.00 a week. By comparison it is shown that one week's earnings amount to more than the total cost of the training.

The type of students applying for this vocational training was somewhat above the average. Such a line of training is sure to be welcomed each year by some high school graduates who are looking for a profitable line of commercial work.

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(Continued from Page 12)

### SCHOOL FESTIVAL

fair was pronounced a huge financial success—success measured in dollars by the hundred.

Next day George would not let me leave for home without my bale of hay on the back seat of my car. With it I carried away a knowledge of how present-day schools direct unusual projects to educational ends, and an understanding of what is, or may be, meant by a "school festival."

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A bookbinder will bind an entire volume of SCHOOL ACTIVITIES at a small cost. That is the way to keep back numbers.

# A New Course for High School Boys

Delphia Phillips

OUT IN Long Beach, California, some mothers and teachers were discussing the modern boy.

What should a boy of high school age know about the responsibilities borne by his mother and father? What should he know of economics, the etiquette, the aesthetics of home life? How could he come to know of the benefit of his own family life to himself; how made aware of his debt to parents and to brothers and sisters?

From that discussion an idea developed. Through the local Parent-Teacher Association questionnaires were sent to 400 parents and to boys of high school age.

When the questionnaires were returned they revealed both the need and the desire for a new kind of subject-matter in the Polytechnic high school of Long Beach.

And so the course was included in the curriculum. It was called "Family Adjustments for Boys." Prepared by Mrs. Maud Wilson Dunn, research assistant in the department of curriculum, on the basis of parents' and boys' answers to the questionnaire, it was offered as an elective to junior and senior boys.

Two years' trial, with instruction reaching 230 boys, has proved the value of the course the content of which is indicated in the questionnaire sent to the boys.

In the questionnaire sent out to the boys, they were asked to indicate by "yes" or "no" whether they would like to have the following subjects taught in the proposed course in Family Adjustments.

1. The names, cost and wearing qualities of standard woolen and worsted materials used for men's suits and overcoats.

2. Line and color and their combination in men's dress.

3. What is suitable dress for various occasions.

4. How to care for one's clothes.

5. The cost of living in Long Beach (rent, food, clothing).

6. The cost of feeding the family for a month.

7. The principles of thrift.

8. How to budget a family income.

9. Something about the legal procedure connected with home building.

10. The legal points which safeguard a home.

11. How to make simple repairs about the house, such as repairing a faucet, replacing fuses, etc.

12. The application of art principles to the planning and furnishing of an office or home, as knowledge of line, color, spaces, proportion, etc.

13. The selection and appreciation of good pictures for the office and the home.

14. Something about table etiquette, office etiquette, and appropriate behavior for other occasions.

15. The value of vacations for oneself and other members of the family.

16. What to do in emergency cases of accidents and sickness.

17. Something about the care and training of children.

18. The mother's services in the home (cooking, washing, ironing, mending) as valuable economic contributions.

19. The value of good music in the home.

20. The observance of patriotic holidays in the home.

21. Respect for religion.

22. How to live with others.

23. Ideal family relationships.

24. How people differ: physically, as in height and weight; mentally, in the ease with which they learn various things and ideas; emotionally, as in feelings toward people and events.

25. Historical development of family life.

Space was left in the questionnaire for any other suggestions for such a course that the boys might have; and they were asked to indicate whether they preferred a man or woman teacher. They were also asked to state their reasons for the "No's" placed opposite any question; to indicate any of the subjects on which they were well informed; to check any topic they wished to see discussed, and give their reasons. Out of the 400 questionnaires sent out, about 300 were filled out well

enough to serve as a basis for study.

The questionnaire sent to the 400 parents was a duplicate of the one sent the boys. The parents of these boys were almost unanimously in favor of the course as shown by their answers to the questions.

The aim of the course is to arouse thinking along these lines in the minds of the boys, to stimulate their interest, to inform them at least to some extent on the tendency of thinking in these matters in this age, and to bring out the boys' own ideas by questions and discussion.

It is suggested that the students be encouraged to hand in statements, unsigned, upon topics in which they are interested, thus letting them know that their interests are wanted as a guide to improving the course for other boys, although their questions will not be discussed if they so prefer. The majority favored a man teacher, though some suggested that a woman's viewpoint would be of value in the course; a few suggested both.

It is obvious that a course of this sort cannot be taught like mathematics. Attitudes and human relationships are so constantly changing. But the "big idea," if one may lighten the topic with a bit of slang, is to get the boys to realize that they are responsible in great measure for the success or failure of the home, and to realize their responsibilities for something more than the financial side of it.

As stated in the introduction of the course of study: "Man's thinking about the family has always been so tinged with emotional reactions that little analytical reasoning has been devoted to many of the questions that arise in a study of this nature."

Mothers who have examined the outlines of study in the course, or who have watched the reactions of their sons toward it have expressed the heart-felt wish that their husbands had had such a course in their boyhood.

A bibliography that represents thinking considerably in advance of the generally accepted attitudes on certain topics is assigned as a teacher reference; and the teacher may use his discretion as to whether such content shall be presented.

The course is one in which the students have considerable firsthand information to bring to the class with them.

A visit to one of these classes is interesting. The teacher takes an easy, friend-

ly attitude toward the boys, the discussion is free and informal. From mechanical subjects, in which most boys delight, the instructor leads them subtly to the less material forms of social relations and the very important matter of living in reasonable comfort with those about them inside and outside the family.

The course of study was originally written for teacher use only, but after a year's teaching experience, Mr. Sprong separated the material into two parts: a Student's Manual, and a Teacher's Manual.

### MONEY

*Money* buys yachts, fit for a king,

Diamonds and rubies and most everything;

*Money* buys motor cars, liquor and wine,

But *Money* can't buy you a character fine.

*Money* can dress you and feed you and hire

Servants to bow to your slightest desire;

Flatterers and flappers will smile as you spend

But *Money* can't buy you one whole-hearted friend.

*Money* is what? Just purchasing power,

Good to possess for the need of the hour

Would you be welcome at any man's door,

If your fortune should vanish and you had nothing more?

So toil for the *Money* as hard as you can,

But still keep a thought for your poor fellow man;

Be generous, friends, kindly and true,

And make of yourself what no *Money* can do.

*High schools and the depression*—During periods of distress those features of the school that have been added last are among the first to go. Novel features are dubbed "fads and frills" when they are often more necessary than features not assailed which are retained because of the hold of tradition after they have outlived their usefulness. The report will be of aid in determining what sacrifices should be made.—Journal of the N. E. A.

Oh, Curriculum,—and Extra Curriculum, too—what crimes are committed in thy name!



## Who's Who in Extra Curricular Activities

**EDGAR M. DRAPER**—Outstanding among extra curricular authorities is a man on the west coast—western by birth, in training, and in professional experience—Dr. Edgar M. Draper. A native of Oregon, Dr. Draper did all his educational work in the University of Washington, receiving the B. A. in 1916, the master's degree in 1925, and in 1926 the Ph. D.

For one year before the World War and one year after it, Dr. Draper was head of the history department, athletic coach, and boys' adviser in the Union High School at Bremerton, Washington. From 1917 to 1919, he was a commissioned officer in the United States Navy. For a four-year period ending in '24, he served as superintendent of schools in Winslow, Washington; in '24-'25, as principal of the union high school at Mount Vernon, Washington; and since 1925, as associate professor of education at the University of Washington.

Dr. Draper's social fraternity is Phi Kappa Sigma, for which he has been Chapter Visitor for two years, organizing the pledges' educational program. In undergraduate days he was a "Senior Scholar," and member of Phi Beta Kappa and Phi Delta Kappa, as well as of "Scabard and Blade."

According to this educator, the real educational program in extra curricular activities is only in its infancy. The big problem, he feels, is that of determining and organizing objectives in each of the extra curricular fields, and of developing activities definitely to realize these objectives. The responsibility of those who direct extra class projects is fully as great as that of those who work with the organization of curricular materials. In the very near future he hopes to see the haphazard sponsorship of activities eliminated, and a program developed which is truly educational in character. An immediate result of this intensive study of values and aims in extra-curricular fields will be the elimination of many of the activities which cannot or at least have not

been justified by scientific investigations. Many teachers and pupils are devoting hours of time in furthering a phase of this large program which they have never considered in terms of educational values. An earnest wish to achieve some such vague and illusive goal as improvement in citizenship or character development is the only justification for a large number of activities at present.

"We shall make progress" declares Dr. Draper, "in training teachers for the activities program by developing practical courses in our teacher training institutions rather than theoretical courses, which have dominated the situation up to the present time. Every prospective teacher should have practice in the sponsoring and directing of an extra curricular program as well as in organizing and developing learning experiences and activities in these fields, before he is certificated.

"No phase of our school program today, I believe, is more important educationally than the extra curriculars in preparing the student for life today and tomorrow. This is the reason why every teacher should be prepared to make a contribution in that work. Enthusiasm, of course, is a definite and vital factor; but scientific study of the determination of objectives, validation of objectives and selection of activities for the program are of far greater significance for the future."

Among the half dozen books credited to Dr. Draper are *Extra Class and Intramural Activities*, '28; *Intramural Athletics*, '28; and *Extracurricular Credits*, '31. His latest book, *Principles of American Secondary Education*, was brought out by Century Company in '32.

Such periodicals as *School Executives' Magazines*, *Vocational Guidance Magazine*, and *Junior-Senior High School Clearing House*, carry articles over his signature.

As for personal hobbies, Dr. Draper has a flair for golf and billiards confessing that he has been under eighty a few times at golf, and is always under eighty in his run at billiards.—A. G.

# Peter Appears

## A One Act Play

Dorothy M. Mead

### Characters

PETER WAYNE, a writer, the son of an old friend of the Darlings

JESSICA DARLING, the pampered daughter

PATRICIA MOORE, a cousin

TONY DALE, book salesman mistaken for Peter

MR. HARGREAVE, a guest of the Darlings

JAMES A. DARLING, blustery head of the household

ALTHEA DARLING, the other half

JANE, maid

*Time:* About 1:30 P. M.

*Place:* In the Darling living room.

*Scene:* Rather a luxuriously furnished living room. Lace panels curtain the two windows. Near each window is a comfortable rocking chair generously filled with pillows. Occupying the wall space between the windows is a table filled to overflowing with books, magazines, and a lamp. Above the table hangs a large portrait of a boy about ten years old. At the right-hand side is a davenport with overstuffed rocker near. Left front is a writing table with a chair nearby. A doorway leading left to hall. Doorway leading right to dining-room. Bouquets and baskets of flowers fill vacant spaces about the room.

As the curtain rises, two attractive young ladies are seated in the room, one before each window. Jessica, a little above medium height, is wearing a long, flowing gown which accentuates her slenderness. Patricia, inclined to plumpness, wears a simpler, shorter dress. She is very much occupied in examining the various pieces of candy in a large box. Jane, the maid, is industriously tidying up the room. Jessica and Patricia, keeping close watch out their respective windows, are evidently looking for someone.

JESSICA (turning away from the window impatiently). Don't be so stingy about that candy, Pat. Please remember that I like it, too. Say, who gave it to you,

anyway?

PAT (looking up somewhat startled). Oh, why—ah—er—I guess Tom did. (Seems quite vague as she passes candy to Jessica.) I—I thought you were on a diet.

JESSICA. Well, I'm not! Did you say you *guess* Tom gave it to you? For heaven sakes, girl, what's ailing you lately? You haven't answered a question right since Dad got the telegram saying Peter was coming.

PAT (popping another piece of candy in her mouth). That's just it—er—I—I mean, I've been very much occupied lately with a matter of extreme importance and I—

JESSICA (interrupting). The bunk! You mean you are so taken up with the thoughts of Peter arriving today that you can't think of anything else. You just leave him strictly alone! He's going to be entertained by me—see!

PAT (with a giggle). No I don't see, but I *do* hear such talking as isn't' becoming to a young lady of your station. What if he's terribly gawky 'n' wears immense horn-rimmed glasses 'n' combs his hair in a ridiculous way 'n' acts as daffy as some poets do 'n' all—

JESSICA (furiously). If you don't keep still I'll—

(A crash heard outside sounds as though someone has fallen over a pail. Both Jessica and Pat rush into the hall followed by the somewhat frantic Jane. A jumble of voices is heard, three females and one male, and finally all are heard coming nearer and soon make their appearance in the living-room. Pat rushes in first and pulls large rocker into center of room. Jessica enters and behind her is a young man who seems somewhat bewildered. Jane hurries through the room and disappears at right entrance.)

PAT (eyeing young man coquettishly). Do sit down here, Peter, and rest yourself. My, I'd feel terribly upset if I ever

stepped on a bar of soap and tripped over a pail of water. Dear me, do you think your suit is ruined? (*Walks around him to see how bad he does look.*)

JANE (*appearing breathlessly; waves a towel dangerously near young man's face*). Here you are, Mr. Peter. Let me wipe your suit off for you.

JESSICA (*firmly*). Jane, stop waving that towel in the gentleman's face and give it to me directly! (*Snatches towel from disappointed maid and turns to Tony, the young man who, of course, has been mistaken for Peter*). Here, Peter, can't I help you get some of that old soapsuds off?

TONY (*tall, dark, good-looking young man; he is trying vainly to make himself understood but, with three young ladies fluttering about him, taking him for someone he isn't, he is much confused*). I—I beg your pardon, but you see—well—I—

PAT (*taking towel from Jessica and rubbing front of Tony's coat vigorously*). Never mind making excuses because you dumped the pail of water all over the porch. When a fellow slips on a bar of soap he's apt to do most anything. Dear me, you are dreadfully wet!

TONY (*with shake of his head*). Ye-yes, I guess I am—rather. Let me have the towel a minute. (*Finishes wiping soapsuds from suit; seeing Jane, hands towel back to her, much to her blushing delight.*)

PAT (*pulling chair closer*). Do sit down here, Peter. My, you must be awfully lame.

JESSICA (*indignantly*). Come right over and sit down in this chair by the window. It is much more comfortable. (*indicates chair she had previously occupied*) And do have a chocolate. They are quite delicious.

TONY (*sidles away from both chairs offered him and sits in one by the R window; refuses candy*). Thanks, but I just had dinner a short time ago. You see, what I want to say is—

JESSICA. Oh, don't mind that. Being fifteen minutes late isn't anything to apologize about.

JANE (*running in suddenly from outside entrance L*). He—here, sir, is y-your brief case.

TONY (*startled at sound of another female voice*). Oh yes, thanks a lot. I'd quite forgotten about it.

PAT (*squealing with delight*). Oh, please do read some of your poems to us. And tell us what your next novel is going

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to be about. I do think that writers are the most *thrilling* persons in the world.

TONY (*fumbling with tie*). Ye-yes, I guess they must be. That is—I mean—I think they are too. (*Attempts a laugh which is slightly too hearty.*)

JESSICA. I sometimes think I really ought to be writing. I really have an idea for the most fascinating novel.

TONY (*raising eyebrows in surprise*). Well—well. It would undoubtedly be the Great American Novel. Have you—ah—started it yet?

JESSICA (*flushing with pleasure*). Oh, yes. Just a minute and I'll get it. (*Exits Right.*)

PAT (*with an air of distress*). Oh, Lordy! Something will have to be done to keep her from reading that junk. Say, (*very confidentially*) did you ever write any plays?

TONY (*in too deep now to get out*). Why—ah, ah—yes—ah, ah—once!

PAT (*with a giggle*). Well, don't ever mention it to a living soul but—I have written a whole play! (*Stated with strong emphasis*) I'll go and get it. I just know you'll think it's great! (*Skips quickly through R entrance.*)

TONY (*jumping up*). Great Suffering Caesar, I've got to get out of this mess in a hurry. Here's hoping those two will stay out of sight until I get away. (*Starts to tiptoe towards door.*)

JANE (*appearing suddenly from R entrance*). Oh, Mr. Peter—I want to show you something. (*Holds up five or six papers and rushes toward him*) Here are some—some poems that I—I wrote. You take 'em and look at 'em as soon as you get time. (*Thrusts papers into Tony's hand and rushes out L exit as footsteps are heard; sticking head through doorway whispers loudly.*) Don't let anyone see 'em.

(*Tony stands in middle of room, poems in one hand and brief-case in other; as footsteps come nearer he stuffs poems in brief-case and deliberates as to whether he should run or not; takes two steps forward and stops; an elderly man enters—Mr Darling; wears glasses with long black silk ribbon attached and has a newspaper in hand; suddenly spies Tony.*)

JAMES D. (*coming forward with extended hand*). Well, well, well, this must be Peter. How are you, my boy? (*Shakes Tony's hand emphatically*) Have you been here long? Where the deuce is every-

body? Here—do come and sit down. Just put your brief-case right there on the desk. That's right.

(*Tony lays brief-case on desk and follows Jessica's father with a sigh to theavenport where both sit down and remain silent for a moment or two.*)

JAMES D. (*glancing up at picture of boy between the windows, then looking very hard at Tony*). H'm, you've changed considerably since you were a child, Peter. But then, I suppose that's perfectly natural. Children often do change so rapidly.

TONY (*with a sheepish grin*). Yes, don't they though. I remember hearing someone else say the same thing. (*Laughs somewhat heartily and gives Mr. Darling a nudge with his elbow.*)

JAMES D. (*a bit surprised at the familiarity*). Yes—yes, I guess it often happens. Ah, by the way, I enjoyed that last novel of yours, *FLAMING HEARTS*, very much. Dear me, where did I leave my copy! I do believe it is on the porch. Just wait a minute, Peter, while I get it. You must autograph it for me before you do anything else. (*Exit left.*)

TONY (*hopefully*). Now to get away!



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JESSICA (*excitedly*). Here's my novel, Peter. Oh-oh, here comes mother. Hide this—quick! Put it in your brief-case. (*Shoves it into Tony's hand.*)

TONY (*exasperated*). I say—! (*Looks up and sees Jessica's mother standing in R doorway observing him interestedly; hurries to desk and stuffs Jessica's novel in brief-case.*)

MRS. DARLING (*advancing toward Tony*). My dear boy when did you arrive? (*Acts as though she was going to kiss him but changes her mind and pats him gently on the shoulder instead*) My, what a nice boy you have grown up to be! (*Glances up at picture*) You have changed considerably though, I vow. But then, children cannot always be expected to remain the same.

TONY (*greatly agitated*). No, no, that's quite right. Children are often changeable that way. It really is most peculiar, isn't it?

MRS. D. (*observing Tony a bit doubtfully*). Yes, it seems to be. I really think—

PAT (*rushing in breathlessly*). Oh dear, Peter, I had such a time trying to—(*stops short at sight of aunt; swallows hard and quickly hides manuscript behind her; sidles over to desk where she succeeds in shoving it under the young man's brief-case.*)

MRS. D. (*observing Pat's actions with much alarm*). What was that you had in your hand, Patricia? Bring it here and let me see it.

JAMES D. (*returning with book for Tony to autograph; sighs audibly at sound of wife's voice*). Do leave the child alone, Althea. Like as not she was just reading some type of a trashy love story. She'll get over it by and by if you leave her alone long enough. (*Puts hand over mouth as though to suppress yawn.*)

MRS. D. (*Turning to husband indignantly*). I suppose if I weren't here you would let your daughter and niece read such degrading stuff all day long. But you know very well that I simply will not allow it! Patricia, bring whatever you had in your hand directly to me.

(*Pat blushes furiously and is attempting to stammer something or other when Mr. Hargreave wanders in absent-mindedly from L entrance. He is rather short and fat, near-sighted, appears to be rather vague about everything, and*

*is always making blunders; walks over to desk and begins rummaging in brief-case.*)

MR. HARGREAVE (*takes out manuscripts of Jessica's novel and Jane's poems; then proceeds to pull out Pat's play also; begins to sputter*). Huh—h'm—what the deuce is all this scribbling in my brief-case? Since when did I begin to write poetry, I'd like to know. Bah! (*Makes as though to tear manuscripts to bits*).

PAT (*frantically*). Oh—oh don't do that! Those belong to Peter! That's his brief-case! (*Wrenches papers from him and hangs on tightly*).

JAMES D. Come over here Hargreave, and meet the boy. This is Peter.

MR. H. (*switching about and observing the uncomfortable Tony with intense scrutiny*). Well, what about Peter? Who the dickens is he?

JAMES D. My dear Hargreave, you can be so dense. Peter is the talented son of our old friend, Fred Wayne.

TONY (*in surprise*). Did you say I was the son of Fred Wayne, sir? As a matter of fact—

JAMES D. (*interrupting*). You don't mean to tell me you don't know your own father! Preposterous! (*Puffs out cheeks*

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and leans forward to observe Tony closely.)

TONY (*swallowing hard and laughing foolishly*). Oh, no, sir! I—I just thought you made a mistake and said Fred Wayne instead of Fred. Or—or, I—I mean I thought you said Frank instead of Fred.

JAMES D. Can it be, lad, that the goofy attitude of some people in this place is beginning to affect you, too?

MRS. D. (*passing hand over forehead wearily*). For pity sakes, James do hush up. (*Turns to Tony*) Never mind him, Peter, I am so glad you have some of your manuscripts with you. My, how ambitious you are to be working on a novel and poems and a play all at once. Come, Peter, read some of your poems to us. I do so adore poetry. (

TONY (*runs fingers inside of collar and brushes hair back*). Well, you see, Mrs. Darling, ah—it's just like this. I'm not—

JAMES D. Fie on you, Althea. Of course he's not prepared to read the work which he has, by his genius and the sweat of his brow, just produced with his pen. Now, Peter, if you will just autograph my copy of your novel FLAMING HEARTS, I'll be more than proud. Oh bosh! Now *what* did I do with my fountain pen. (*Fumbles about, first in one pocket, then the other*).

(*In the meantime, Mr. Hargreave has gone out of the room and returned with his own brief-case, Pat hangs onto the manuscripts for fear Jessica will see them, and Jane peers anxiously through the dining-room door—R. exit—from time to time. Tony is in hot water up to his neck and hasn't the slightest idea as to how he is going to get out. Just then the doorbell is heard to ring sharply and Jane hustles through the room to answer the door. Much talking is heard and she finally comes back, very excited and somewhat puzzled.*)

JANE (*fidgiting with apron*). Please, Mum, there's a gentleman in the hall who declares he's Peter Wayne. I told him that Peter Wayne was already here and he laughed at me and told me I was all wet. It's the first time Mum, that anyone has ever talked to me like that and, furthermore, I'm sure he isn't Mr. Peter Wayne. As a matter of fact, Mum, how can he be when Peter Wayne is sitting right before my very eyes?

TONY (*jumping up and grabbing the startled maid by the arm*). For the love of heavenly days, get that doggoned Peter Wayne in here and stop delivering ora-

tions!

MRS. D. (*noticeably agitated*). Oh dear, whatever can be the meaning of this uproar. Jane show the gentleman—

PETER (*from doorway; he is not quite as tall as Tony, but is light and quite handsome*). No need to show me in, Mrs. Darling. I'm Peter Wayne and—why, Tony Daly, you old bum you—where the dickens did you come from?

TONY (*rushing up to Peter and shaking him by the shoulder*). If you don't straighten out this mess, I'll—I'll—

PETER (*unable to understand the situation*). I say, you don't need to pull the clothes off of me. What in the world has come over you, Tony?

(*All the other members look on in astonishment unable to make out what in the world has happened.*)

TONY (*with drawl*). Oh nothing much. The only thing is—I'm supposed to be you—see! Everybody around here takes me for Peter Wayne—poet, novelist, and heaven knows what. And here, (*bounds over to Pat and snatches manuscripts from her*) is material for Peter to read and criticize—a novel by Jessica, a play by Patricia, and poems by Jane.

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(Hands them all to Peter; Jessica, Pat and Jane are too horrified to speak, Mrs. D. seems very much pained, James D. goes through a series of facial contortions and lets his book fall to the floor, while Mr. Hargreave stands and observes them all in seeming astonishment. Suddenly Peter bursts out laughing and drops into the chair Tony has just sprung from.)

TONY (confronting Peter, hat in one hand and brief-case in other). If you think being mistaken for someone else is funny—

PETER (getting up and putting hand on Tony's shoulder). Never mind, old boy. I admit this is a serious situation, all right. You see, folks, Tony is taking orders for a brand new Encyclopedia just out. When I met him the other day and heard he was to be in Green City for the week end, I told him to look me up at the James Darling home. Well, as things went, he was early and I was late and everything became beautifully mixed.

MR. H. (looking at Peter then up at the picture). By Jove, I thought the other fellow didn't resemble that picture.

MRS. D. (rising and appearing much

exasperated). Peter, this has been a dreadful mixup and I'm sure we owe our apologies to Mr. Dale. (Takes Tony's hat and brief-case from him and lays them on the table) You must stay for dinner now. It will be served very soon, I'm sure.

JAMES D. (laughing heartily). We didn't give you much of a chance to explain yourself, did we, young fellow? (Goes up and begins shaking hands with both Peter and Tony; turns to Jessica and Pat) Here, girls, this is Peter. Perhaps he can help you with your novels, plays and poems better than Tony could. (Both girls nod shyly at Peter and Pat takes her stand close to Tony).

JANE (from dining-room doorway—R exit). Please, Mum, dinner is served.

JAMES D. (rubbing hands together). Welcome news—welcome news, indeed. Come boys, you must be hungry after such a mixup. Let us dine. Althea—(Holds out arm to Mrs. D. and together they start towards the dining-room, followed by Peter and Jessica, Tony and Pat, and finally Mr. Hargreave who, with hands clasped behind his back, shakes his head doubtfully and follows.)

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## News, Notes and Comments

The biennial convention of the Music Supervisors National Conference to be held in Chicago April 8-13, 1934, will have as its major theme, "Music in the Life of the Nation" with emphasis on the problems and needs of the time, particularly stressing the relation of music and music education to the leisure-time program now being developed.

President Walter H. Butterfield of Providence, Rhode Island, has announced an unusually strong program, with speakers of international renown, and a varied schedule of festivals, concerts and demonstrations.

Superintendent William J. Bogan is general chairman of the Convention Committee and heads the executive sub-committee, of which Hobart Sommers is secretary. Further information regarding the meeting may be obtained from the permanent headquarters of the Music Supervisors National Conference at 64 East Jackson Boulevard, Chicago, Illinois.

The National Association of Student Government Officers plans to place application with the National Education Association to become a department following the convention at Washington, D. C. High School Councils interested in joining the Association are invited to write to Headquarters at Sapulpa, Oklahoma, secure their membership soon, and participate in the activities.

### HOW TO WEAR CAPS AND GOWNS

Caps should be placed upon the head with the deep part on the back with tassel draped over the left temple.

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It is the popular custom for girls to wear white collars with their gowns.

At the Baccalaureate Sermon the young men should remove their caps and keep them off during the entire service. It is not customary however, for young ladies to remove theirs at any time.

At the Commencement Exercises, it is

the usual custom for the young men to remove their caps with the left hand and receive their diplomas with the right; then to replace their caps when they take their seats. The young men should also remove their caps simultaneously when a prayer is offered, and replace them at the close of the prayer. The young ladies should not remove their caps at any time during the exercises.—Printed by permission of the C. E. Ward Co.

*Home Room Guidance*, by Harry C. McKown, is just off the press. This is Dr. McKown's fifth major book in the field of extra curricular activities. It is a volume of 447 pages published by McGraw-Hill Book Company.

The National Forensic Speech Tournament for high schools will be held in Topeka, Kansas, May 7-8-9. The National Forensic Tournament sponsors six different types of speech contests; namely: Debate, Oratorical Declamations, Original Oratory, and Extempo Speaking.

Topeka is very favorably located for a National Tournament. It is easily accessible by rail and highway. The leading transcontinental railroads and highways run through Topeka; and as for facilities to hold a tournament there are none better. Topeka has one of the finest high schools in the Middle West. Good judges are also available. There are eleven colleges and universities within a radius of seventy-five miles. Free lodging will be provided in private homes for all contestants.

The following assembly program proved to be very interesting to the students of Miltonvale Rural High School Miltonvale, Kansas. The Aviation and Radio Club secured an ordinary novelty microphone and attached it to a radio. The microphone had a push button switch on it which made it possible to cut off the program coming over the radio and permit broadcasting from the next room.

The students met at the usual assembly period time and had announced to them that a radio program was the offering for the period. After listening for several minutes to a musical program coming

from an N B C Station, the students were greatly surprised to hear the announcement that a play by play account of the Miltonvale-Glasco game would be given. This game had been played two nights before and was a thriller. The program was not only interesting but served as a pep meeting for the game that was to be played that night.

The University of Wisconsin now offers four hundred leisure time courses. Dean Chester D. Snell of the University Extension Division is doing much to make this type of training available over the state through extension classes in the larger cities.

Tentative dates for the Fourth Annual Convention of the National Association of Student Government Officers, which will be held at Washington, D. C., in conjunction with the convention of the National Education Association, have been set for July 2, and 3, 1934. The Chairman of the Convention Committee, Mr. Raymond Royal, President of the Roosevelt High School, Seattle, Washington, reports plans being undertaken for an interesting and instructive convention.

The Madison, Wisconsin, Vocational School has opened a course for domestic help. It will direct training in the general duties of a maid, marketing, meal planning, table service, care of children and personal hygiene.

When efforts arise in a community to eliminate music, art, dramatics, games, dancing, and sports from the schools, the matter should not be considered in terms of the little red schoolhouse and a differ-

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ent civilization, nor in terms of some mistaken persons whose contribution to the solution of social problems is marked by a standardized denunciation of "the frills of education," but omits all that might be said for the laughter, smiles, and happiness of children, in terms of mental hygiene in the schools. Dr. Mayo's recent statement that every other bed in the hospitals of the United States is occupied by cases of mental or nervous disease, calls attention to the danger of the present situation.—George D. Strayer.

#### SHOULD THE PUBLIC SCHOOLS "DEBUNK" HISTORICAL PERSONAGES?

If Gen. Bonapart Strongheart, the uncle of his country, tipples in the ale house and more than occasionally gets drunk; if he is known as a poker faced gambler by the "boys" and as a perfect devil by the ladies; should the public school history book tattle on him? Or should it follow the traditional method of inspiring patriotism by presenting only the hero's good qualities?

Such is the purport of one of the questions recently prepared by Carroll R. Reed, superintendent of Minneapolis schools, for submission to public school principals to start off a year's study of difficult problems in education.

The principals will discuss these and similar problems with the teachers of their respective schools and will present to Mr. Reed their answers, which will be used as a basis in determining future educational policies in the Minneapolis public schools.

Education does not serve its purpose, of course, until it meets the problem of the individual student. Instead of attempting to maintain hard and fast requirements for all alike, its aim should be to adapt its training to the needs of each as

those needs, or capacities, are discovered—and the discovery process also is vital. That gets away from standardization in attempted exaction of a given amount of identical school work from every student and then in judging his ability by the response. The response quite naturally, is often disappointing: The lesson being that education, like government, should serve the individual rather than seek to become his master.—Kansas City Star.

A course in beauty culture has just been added to the Hadley Vocational School in St. Louis. Three thousand dollars were appropriated to establish it.

#### COMMENCEMENT SPEAKERS

The Who's Who articles that have been running in *School Activities* since September will suggest commencement speakers of the highest order. Other excellent speaker material will be found among the contributors.

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JIMMY, BUD, AUNT MARY, JANE,  
GENE, HARRY

*(The playlet is announced. A pause. From behind closed curtains comes the sound of a piano; someone is playing a gay selection, as "My Heart Stood Still," from THE CONNECTICUT YANKEE. Curtains part, showing the living room of an average American family. Evelyn is playing. Her brother, Tom enters, stands with elbows on the piano, and sings the last three lines of the chorus.)*

TOM. "I never lived at all  
Until the thrill of that moment  
When my heart stood still."

EVELYN. I bet our hearts are going to stand still tonight from all I hear!

TOM. Well of course! Isn't Miss \_\_\_\_\_ putting on this show?

EVELYN. Therefore additional words are superfluous!

TOM. Aw, gwan, bookworm!

EVELYN. That's enough, Mr. Tom! *(Looks at wrist watch)* Heavens! I didn't know it was so late. Gene'll be here before I get my hat on. *(Starts to leave)* And Tom be nice to Gene if he comes before I get ready!

TOM. Am I just to wait round on you? I've got to get ready! I've got a date with Jennie...

EVELYN. Puppy love! *(Goes off without awaiting an answer.)*

TOM. You! Talking about puppy love! *(He bursts into laughter; goes off also. From another door enter Mother and Father.)*

MOTHER. I'm so happy when the children are in a good humor. Did you hear Evelyn playing just now? My she does play so well, considering the few lessons she's had.

FATHER. I didn't hear. I've been working a little in the yard. Ahhh! For a peaceful night at home! *(He stretches out in an easy chair reading the paper. A moment of silence, then Lou, an older sister, with a hat in her hands, rushes in*

*pursued by Evelyn.)*

EVELYN. Give it to me! Lou! Mamma! Make her give me my hat!

MOTHER. What is the matter...

LOU. Just think of all the things I've let you use of mine!

EVELYN. I don't care; you can't have it! I'm going to wear it! Give it to me now!

MOTHER. Evelyn!

LOU. You know it just matches my dress. Please, Evelyn, don't be absurd.

EVELYN. Give it to me.

LOU. I'll let you wear my lace mits to the tea next Tuesday if...

EVELYN. I don't want lace mits for the tea Tuesday. I want my hat now. You've got a new one of your own, and... Mamma!

FATHER. Girls! That's enough! Don't disturb the whole family with your petty little squabbles!

MOTHER. Better give it to her, Lou.

EVELYN *(snatching hat)*. You wear my things all the time, anyway!

LOU. Think you're smart, don't you?

*(Both march out. Peace is broken again; tremendous disturbance from the hall is heard. The two young sons of the family are fighting a duel with wooden swords; they gradually come onto the scene, thrusting and parrying.)*

JIMMY. Hold, varlet! Didja think when you dashed the flagon from this hand that such an insult would pass unavenged?

BUD. Bloody villain, I meant a quarrel!

JIMMY. Prepare for thy end! I'm the best swordsman in all Gascony!

MOTHER. Jimmy! Bud! Stop that, do you hear me? You'll shake the plaster down! *(The boys stop fencing.)*

JIMMY. We were just getting in the proper spirit—for the play, you know. I'll bet there are duels and murders in it!

FATHER. When you want to murder each other, go outside the house to do it. This is the hundredth time I've told you.

BUD. Aw... we'll be murdered by mosquitoes outside! *(The boys go off as Aunt Mary, a thin, quavering lady, comes in.)*

MARY. The children are so restless tonight. What is the matter?

MOTHER. Oh, nothing, Aunt Mary. Come sit over here where you'll be comfortable. They have their dates for to-

night—going to a dance or something, I suppose.

MARY. The girls are quarrelling scandalously upstairs, and Tom smells like a—I don't know what—from all that grease he's smoothing his hair with. Even Jane's become infected with the excitement.

MOTHER. That child! It's time she was getting to bed. I'll go up...

(Enter Tom, meticulously dressed. Carries his hat.)

TOM. Well, goodbye, folks. I guess Jennie'll be waiting for me.

FATHER. Going out again tonight, Tom!

TOM. Am I going out tonight! I should think so! Why, tonight's the night—you know—THE night... (He is interrupted by six-year old Jane who runs in.)

JANE. Mamma, they're all going! Lemme go too!

EVELYN (entering). You can't go with us, dear. I'll be with Gene, and Lou with Harry, so you wouldn't want to go. (She motions wildly to Mother behind Jane's back.)

JANE. I wanna go! I like t' hear you and Gene talk!

EVELYN. Impertinent wretch! You're not going!

JANE (bawling). Mamma! She's callin' me names!

MOTHER. Now now, Jane darling, I don't think you better...

LOU (entering, ready too). Oh, Tom, have you a list of the cast of characters that came out in the paper?

TOM. Yes. Here. (Fishes in his pocket for it.)

JANE. I wanna go! I wanna go! I wanna...

(Doorbell rings. Evelyn starts to door.)

EVELYN. That's probably Gene and Harry. Mother please, please keep her still till we go! (She admits Gene and Harry. Pantomime greetings. Bud and Jimmy enter from the other side of the room. The next seven speeches are spoken simultaneously.)

BUD. Don't forget, Tom, you're to drop us by school before you go for Jennie.

TOM. Oh, for Pete's sake, I'm late already!

GENE (to Evelyn). Sure, reserved seats, down front...

HARRY (to Lou). The Owls are giving a dance afterwards...

JANE. I wanna go! I wanna go!

MARY. Hush, child!

MOTHER. Not tonight!

FATHER (flinging down his paper in wrath). What is going on! What do you mean by all this screaming and yelling? I can't understand a word you're saying! The whole household is upset and I, as the head of it, demand to know what is going on!

ALL. What? Don't you know?

FATHER. No. I do not!

EVELYN. It's the...

LOU. The... (speech department play, class operetta; whatever the production is called.)...

TOM. The best thing Miss \_\_\_\_\_ has ever produced!

ALL. Tonight! 8:15! High School Auditorium!

MOTHER. That's the play I've read so much about in the papers!

MARY. I must be getting behind the times! I'd forgotten that was tonight.

JANE. I wanna go!

FATHER. Well why couldn't you have let us know before? You know we wouldn't miss seeing Mother, you'd better hurry! Yes, Jane, you can go. How much time have we?

(All talk animatedly as curtain closes.)

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## A NOVEL IDEA FOR A JUNIOR SENIOR BANQUET

Lillian Berreman

As the second semester gets under way, class officers and advisers begin looking for clever and novel ideas for that annual occasion, the junior-senior banquet. In most of the smaller schools the problem of financing this project is an acute one. The following plan which was very successful in Ritzville high school last year may be of interest to those planning to give banquets this year.

A general committee composed of six students from the junior class was named to secure plans for some central motif which might be carried out. A check on finances revealed that the junior class had some \$35.00 to sponsor the project. The first decision reached by the committee was that the main part of the banquet be donated by individuals of the junior class, such donations to be in actual produce, the price of which was not to exceed twenty-five cents. Some students from the farm donated potatoes, others eggs, or cream, until practically the entire menu was complete by donations. The plan was overwhelmingly successful not only from a financial standpoint, but also from the viewpoint of individual participation. Each student felt that he was contributing his bit toward making the occasion a success and there were no slackers. Through the assistance of the home economics department the food was cooked and served with very little additional expense.

The general committee organized the entire class of 50 members into respective committees such as:

- Program committee
- Table committee
- Decorating committee
- Transportation committee
- Reception committee
- Entertainment committee
- Invitation committee
- Favor committee

The general committee concluded to launch the event in the form of a voyage. The idea presented to the class in general was accepted enthusiastically and work was begun by the respective committees.

The Spanish name El Dorado meaning "The Golden" was selected as the name for the ship. All details from invitations to place cards carried out the idea of ships.



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Enterprising members of the invitation committee further eliminated expense by securing telegram blanks from the local depot agent. The following telegram was worked out and delivered to home rooms of the seniors by one of the committee, who assumed for the occasion, the role of a Western Union messenger boy:

THE SHIPMATES OF THE GOOD SHIP  
EL DORADO REQUEST YOU TO SAIL  
WITH THEM ON MAY 7 STOP GANG-  
PLANK IS RAISED AT FIVE BELLS  
(6:30) SO BE ON DECK.

PORT OF DEPARTURE: DESSERT HOTEL  
TELEPHONE RESPONSE TO MARTHA NEUTZ

Thus the committee had eliminated not only the expense of stationery but also that of mailing. The idea too, proved more novel than the conventional method of a formal invitation, and the name "El Dorado" aroused no little interest on the part of senior guests.

The favor committee decided to make nut baskets in the form of small ships, the sails of which might serve as the place cards. Spring colors, pink, green, and

yellow, were used. Plain inexpensive nut cups were purchased and covered with heavy wire, a sail was attached to this body, providing space for the guest's name.

Members of the program committee further carried out the ship idea by using colored drawing paper on which the outline of a ship was stamped and painted. The words "El Dorado, 1932" were printed on the cover of this program booklet.

Inside on the forepage was mimeographed (the work being done by committee members) the following toast to the seniors:

#### "EL DORADO"

May you upon the course of life,  
Have seas both calm and fair;  
And may you meet the kind of ships  
Called Friend-Ships everywhere;  
And as you sail upon the seas  
Toward goals you hope to win,  
May all your ways be pleasant ways  
And all your ships come in.

—Selected

The program proper as outlined in the booklet was as follows:

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|                          |                    |
|--------------------------|--------------------|
| Sailing .....            | Junior Mates       |
| Bon Voyage .....         | Third Mate Pence   |
| Fog Horn Blasts .....    | Boatswain Proctor  |
| Anchors .....            | First Mate Actor   |
| Ship of Dreams .....     | Miss Taylor        |
| Ether Flashes .....      | Sparks and Mate    |
| El Dorado .....          | Captain Muzzall    |
| Anchors Aweigh .....     | Junior Shipmates   |
| On the High Seas .....   | Second Mate Kittel |
| Shipmates O'Mine .....   | Miss Schafer       |
| Piloting .....           | Pilot Johnson      |
| Oh, Ritzville High ..... | The Whole Crew     |

To the strains of "Sailing" played by the junior class orchestra, the guests were escorted to their places. With the guests seated, members of the junior class remained standing to sing a revised version of "Sailing."

The toastmistress, Third Mate Pence, then gave the toast "Bon Voyage." "Fog Horn Blasts" was an instrumental number on the baritone horn, entitled "Asleep in the Deep."

The principal of the school, First Mate Actor, then gave a short talk, "Anchors" in which he brought out some of the ideals of citizenship the school had instilled in the minds of seniors. The superintendent of schools took for his topic the explanation of the motif of the whole occasion—El Dorado. "Ether Flashes" was a clever humorous number, worked out as a radio operator receiving flashes aboard the El Dorado. As a skit, the number looked into the future of seniors explaining what they were doing, —the ether flashes could be worked out to fit any particular group by playing on either their likes or dislikes—the latter making the idea the more humorous.

#### PILOT JOHNSON

The adviser of the senior class was asked to give a short on "Piloting"—and the program was concluded by the "whole crew" standing to sing one of their favorite high school songs—Oh, Ritzville High.

Table decorations were very simple, but effective, spring flowers—sweet peas and roses being used, with lighted tapers in

the same three colors, yellow, pink, and green, as used in programs and favors. The table committee secured from a generous citizen a ship model with electrical fixtures. This was lighted and placed at the head table in front of the toastmistress and completed the motif for the occasion.

Our banquet was one of the most novel and colorful events Ritzville High school has ever staged, and all for the sum of \$35.00.

### A WORLD CRUISE VIA SPEECH

Rhoda Watkins

That talk is cheap was proved unquestionably true by the Oral English classes at McKinley High School who during mid-winter and early spring went on a world cruise by way of speech. Before these classes returned they also proved that speech is silver in the terms of the present day medium of exchange. A gracious insurance firm supplied the incentive with fifteen splendid pictures of world-famous scenes which a member of one class mounted for display under the cap-

1934

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tion, "The World Is Yours." The outline and itinerary followed in the beginning of the trip was one suggested in Craig's *The Speech Arts*, but as that is for a European tour only, the classes had to enlarge the scope of the outline to suit a more extensive tour.

The subjects were assigned in advance so as to allow several days for preparation, and for a while we held to schedule, progressing rapidly; but then absence from class checked our progress, and we were forced at times to retrace our steps to hear back reports. To two students were assigned the preparations for the trip. It became their duty and at the same time their pleasure to visit steamship offices to procure travel folders, to consult rates and finally to select the steamer on which we were to embark from New York. To two other students were assigned the discussion of the joys of an ocean liner, the games played, the meals served, and the comforts furnished, as well as the fees paid for them. An assistant principal lent her box of souvenirs from a ship's masquerade ball. To two others fell the matter of debarkation at Liverpool with the interesting feature of going through the customhouse. Of course, it frequently became necessary for the teacher, from her personal experiences, to answer questions and to supply interesting details which had been overlooked.

While we were traveling through Europe, one of the most interesting talks given was on the subject of automobile traveling abroad. Through the courtesy of the American Automobile Association a student obtained all the necessary information, and it was most enlightening to learn the variations in the cost of gasoline and oil in different countries as well as the formalities to be gone through with before obtaining permission to drive a car.

Each class enjoyed Gibraltar particularly and was loath to sail from there to Morocco. After Morocco came Egypt with its Great Pyramid and its immortal Sphinx, and after that Palestine via the Suez Canal. It was just before Easter that we reached Jerusalem with the Mount of Olives and the Garden of Gethsemane in our minds. Then, on to India was the plan, with Kipling's "Mandalay" to be recalled, and next, to China and Japan. It was interesting to reach Japan just when the cherry blossoms in Potomac

Park were attracting throngs, to hear how these trees came to be planted, and to feel again the message of friendship banish a rumor of war.

Because our time allotment was almost gone we imagined ourselves on a long, restful voyage from Japan, past Australia and New Zealand, around Cape Horn to Brazil to the most beautiful harbor in the world, that of Rio de Janeiro. Brazil suggested finding out some facts about the Pan American Union.

Now we were on the last lap of our cruise, and it became necessary for two other students to visit the offices of the South American liners to arrange for a return passage to New York, to find out rates and time schedules, and to report on the United States customhouse regulations. After we had, in our imaginations, reached the homeland, it remained for the teacher to read Henry Van Dyke's "America for Me." This made a particularly impressive close because Dr. Van Dyke had passed away just a few days before our cruise came to an end.

Miss Rhoda Watkins is teacher of English in McKinley High School, Washington, D. C. Accounts of her extraordinary work appear frequently in educational magazines.

### A "LOST AND FOUND" SALE

Berenice Mueller Ball

Each year the question comes up "What shall we do with all of these 'found' articles? The easiest way to answer it is to give the contents of the box or drawer to the janitor's children or grandchildren but there are always some articles of value in the assortment and that value should be turned into dollars and put to some constructive, all-school use.

Finding an organization whose scope is more or less school-wide and whose treas-

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ury needs money should be an easy task: the paper, the year book, the Y.M. or the Y.W.C.A., or the Athletic Association. Any one of these would be ideal to conduct and receive the benefit from a "Lost and Found Sale." Here's how:

Once or twice yearly, depending on how many things have accumulated, some organization is designated to conduct the "Lost and Found Sale." The articles in the Lost and Found Drawer are listed and this list is posted for the entire day preceding the sale. This gives everyone a last chance to claim any lost article and avoid disputes at the sale. It is surprising how few claims will be made. No definite descriptions are given. A sample list might be the following:

- 4 PENS
- 5 PENCILS
- 10 SCARFS
- 7 GLOVES
- 11 RINGS

To receive any lost article the owner must establish his claim beyond a doubt because many students will try to bluff a description just to see if they can. This must be strictly adhered to otherwise the posting of the list will spoil the sale.

The articles are put in the most salable condition possible. They are then arranged and priced by the committee in charge and at a stated time the sale begins. Naturally the prices are very low because every cent is profit; thirty-five cents will buy a perfect, life-time, guaranteed pen. Even if the owner of any article comes along and recognizes his lost item on the day of the sale he must "buy in" his own property as a penalty for his carelessness. If sufficient articles remain after the sale, an auction may be held the following day. This is always a lot of fun. In fact, the entire sale might be an auction except for the length of time necessary.

In one large high school such sales were held by the Athletic Association on articles found and brought to the main office and also by the Girls' Athletic Association on articles found during gym locker inspections. A certain length of time was allowed for the owner to claim his article after which it went into the "sale box." If any school texts were found the owner had to pay a fine of ten cents to get them back and the fine for getting one's own marked gym clothes was five cents per piece. After three semesters of such sales, the committee had a hard time

to find enough articles to start a successful sale; the students were learning how to take care of their own property in an efficient manner!

(Continued from Page 9)

## HOW ACTIVITIES ARE ADMINISTERED

bating team, a sewing club, an aeroplane club, or an art club. The above distribution indicates in a general way the relative importance of various extra-curricular activities in the junior division of these schools.

### *Time of Day for Social Functions*

Junior division social functions are held most frequently in the afternoon, and senior division social functions in the evening.—*Journal of Education*.

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BY

Don Benn Owens, Jr., Editor  
C. David Tobin, Associate Editor

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## Games for the Group

### FOR ST. PATRICK'S DAY

Helen M. Alrich

For those who wish to give a social affair on the seventeenth of March, the possibilities for decorative schemes and entertainment are almost endless. Every one should of course, wear a bit of green to show that he enters into the spirit of the day. Write the invitations on green paper, in Irish brogue, stating that you expect everyone to come prepared to tell at least one Irish joke, or story. When the guests have assembled, pin a card with an Irish name on each one and tell him if he answers to any other name during the evening he must pay a fine.

As green is the cherished color of the Emerald Isle, the decorations should be exclusively in gold, green and white.

Instead of a conventional center piece, the harp and shamrock should occupy the conspicuous place.

The committee in charge should have no trouble nor worry about the color scheme, St. Patrick himself planned that many years ago when he named emerald green as his favorite color. However, it is quite permissible, for color contrast, to combine this with white and gold.

Model the decorations after those described in the Valentine party in the February issue. Use a fringed light and trim with shamrock cut outs pasted to the fringe or streamers, for a soft pretty light, cheap and easy to get together. There is nothing prettier nor more graceful. If there is but one light and that a chandelier it may be more elaborate.

An effective trim may be worked out in streamers, moss and cut outs, artistically arranged over a hoop. Emerald green streamers are fastened to the chain of a dome or inverted light about three or four feet above the hoop. The hoop must be a little larger than the light; the streamers are then brought down over the hoop, to an equal distance below. The ends are caught together with wire, and shamrock cut outs are used as a finish.

Green crepe paper, finely shredded into moss, is hung on natural branches, wired to the edge of the hoop. For a finishing touch, various sized shamrocks are then

pasted irregularly to the strands of moss.

People naturally flock to the stage on which an orchestra is seated, so by all means plan to make this a feature spot. A wire strung across the back of the stage makes an excellent foundation for the decoration of moss, streamers and cut outs.

Three large shamrocks made of green mat stock may be tacked over the front of such a pit, one centered and the others lowered, with tucked or twisted streamers draped between them.

The wall, so often bare and cheerless, can be made gay or brightened wonderfully with a frieze of decorative crepe, edged with a shamrock border. To keep the decorations from looking scattered, drape streamers from the center light to columns or posts, then from the posts to the corners, of the room. If dancing is to be the entertainment a delightful way to match partners is to have the men line up on one side of the room with the girls facing them on the opposite side. A hoop is strung with ribbons and freighted with white and green shamrock cut outs. Cut outs bear a green number for the boys and white for the girls. This is to be rolled back and forth between the two lines, the men picking the green shamrocks while the girls take the white. Those holding matched numbers become partners.

You will find that in every group or club there are always a few who are equally gifted for singing, dancing, or story telling, so before intermission surprise the guests with an entertainment. Appropriate stunts for St. Patrick's Day may easily be arranged. A jig, for instance, may be danced by two or more couples; a humorous reading such as "Mrs. Murphy had her Picture Taken," is good; "Mavourneen" may be sung by a dainty colleen; or Paddy might whistle the "Wearing of the Green." Remove the bushel from the shining light of the group and let them entertain the guests. Even the most enthusiastic devotee of dancing will welcome an opportunity to sit back for a bit of entertainment, preferably not impromptu.

The most popular favors are caps, horns, whistles, dolls, vanity bags and



powder puffs. It is easy to make attractive ones for St. Patrick's Day for there are many delightful cut outs and seals that can be used.

Those who declare a willingness to help prepare the favors are assured of a marvelous time, for this in itself becomes a party. An ordinary powder puff on a stick can be quickly transformed into a doll favor by drawing features on the puff with India ink and pasting a strip of ruffled streamer over the top of the head to form a bonnet. Then make green ties for the bonnet, held in place with shamrock seals. A shamrock cut out may then be pasted on each end of the ribbon.

An Irish boy for the men's favors, may be made of a flat piece of taffy with a ruffled green streamer tied through the center with narrow green ribbon, leaving the ends of the ribbon long enough to form a loop to slip over the head. Glue a cut out on one side of the taffy, then make a slit in the cut out and insert a small piece of paper bearing a number. These numbers may be used in matching partners.

Whether the party is for children or older people, the interest always centers around the refreshment table. Here better than any where else the color and symbol of the day can be emphasized. The innumerable Irish emblems with their brilliant green coloring contrast enticingly with the snowy whiteness of the table linen.

You will find it easy to copy a luncheon table, the description of which follows. A bit of leeway from strict formality is allowed to achieve a rather out of the ordinary result.

First spread the table with white paper cover which should come down well on the sides, and in order to do this, you will probably have to use two covers. Then cover this with a piece of white tarlatan, allowing it to be a little longer and wider than the paper cover. Paste green cut outs, large and small, on the tarlatan to form a border.

The candle holders are real Irish potatoes that have been scrubbed and cut off flat on one side. A hole is cut in each so that a candle may be held firmly erect, then each potato is stood on a green shamrock doily or cut out.

Perhaps you are one of those very busy people who must make all preparations for your party after business hours and so it must be a very simple matter to ar-

range the decorations, so for a center piece for this quickly arranged table, a few natural branches are put in a flower bowl. A large green one would be the most appropriate for this season. A few strands of clear cellophane moss are hung irregularly over the branches and here and there, shamrocks of various sizes are pasted on. The whole effect is airy and charming, and beside being easily and quickly arranged, costs but a trifle. There are all sorts of things ready made which give the impression that you had spent many leisure hours preparing for your guests when in reality you have spent only a few hurried moments.

### ST. PATRICK'S FROLIC

Anna Manley Galt

1. Make green taffy ahead of time, and snip it into inch lengths, wrapped in oiled paper so as to be eatable. This is to represent joints of the famous "jointed snakes" from Ireland. These are hidden about. The crowd is divided into groups of animals, because animals can more readily hunt in difficult places than human be-

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**The Country Teacher**

ings can: dogs must bark when they find a piece, cats must yowl, mules must bray, and hens must cackle.

2. A contest for men is to have them sit on the side of a great jug labeled "St. Patrick's Best," with feet crossed out in front, as they thread large needles with small thread. The one winning is given a can of some prepared soup, labeled "Irish Stew."

3. Divide the crowd into groups of seven each, by numbering "one-two-three, etc." Each member of each group tells an Irish story, the group selects their champion, and these individuals tell their choicest joke to the whole guest list.

4. A leader throws up a potato. The women laugh audibly while it is up, the men while it is on the ground.

5. For refreshments, potato chips, Irish stew (really chicken turbot) and Paddy's bullets (little hot buttered rolls or biscuit) with ice cream topped with a silk shamrock leaf. Partners can be found by lining the whole crowd up in two parallel lines, starting the Irish jigs, and having all march in a foolish "follow-the-leader" grand march, ending at the refreshment tables, by twos.

6. A contest for women may be peeling potatoes and slicing them for frying. Children may carry potatoes on the back of their hands toward a goal, and return. Dads may be asked to estimate the number of potatoes in a big basket.

7. Using the old stunt of walking a taut string on the floor while looking through the opposite end of opera glasses, call it "The Rocky Road to Dublin."

8. Music by talented performers might include "Kathleen Mavourneen," "Wearin' of the Green," "The Irish Christening," "Tipperary," "When Irish Eyes are Smiling," "I'm off to Philadelphia in the Mawrnin'," and "Don't you Love the Eyes that come from Ireland."

### A VERDANT LOVE STORY

**DIRECTIONS:** Each blank is to be filled with the word "GREEN" or some word which contains the word "GREEN."

Mollie hailed from the Emerald Isle and expressed her loyalty to her native land by always wearing a (1) dress. She had not been in America long enough to lose her natural (2) nor her Irish brogue. Some people called her a (3) but when Pat saw her and heard her talk he immediately lost his heart. This young

Irishman worked among the plants in the (4) of a wealthy man next door to the house in which Mollie fulfilled the duties of maid. Almost always when Pat was working in the garden, dealing death to bugs with (5) and keeping the (6) fresh with frequent waterings, he was watching for Mollie. To attract her attention Pat sang a song about (7) Icy Mountains. He also gave her presents of plums of the variety called (8) and (9) apples. Before long Mollie fell in love too and when Pat proposed to her she accepted him. They spent their honeymoon in the (10) Mountains of Vermont. Upon their return Pat set up in business in a (11) and lived happily ever after.

KEY:—

- |              |                |                |
|--------------|----------------|----------------|
| 1. Green     | 4. Greenhouse  | 8. Greengage   |
| 2. Greenness | 5. Paris Green | 9. Green       |
| 3. Greenhorn | 6. Greensward  | 10. Green      |
|              | 7. Greenland's | 11. Greenhouse |

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HM-M!

"Who was Shylock, Aunt Ethel?"

"My dear! And you go to Sunday school and don't know that!"

—Life

"And what do we mean when we say the whole is greater than any of its parts?" inquired the mathematics teacher.

"A restaurant doughnut," murmured a student, under his breadth.

—Scholastic

"And so you have had the same servant for two years?"

"Yes," replied Mr. Crosslots. "She says she doesn't believe in changing places after she has gone to the trouble to teach a family her ways."

—The Country Teacher

A certain high school athlete was very bow legged a fact about which he was extremely sensitive. A young lady who had never seen him but had heard of his athletic prowess wrote to him, asking for his picture to add to a collection of athletes' pictures she was making. The young man, wrongly interpreting the purpose of the message, attempted to use the request as a means of starting a romance. But because of his bow legs he sent a picture cut in two at his waist. Imagine his feelings when he discovered that he had mailed the wrong half.

Vic: Are you going to the basketball game tonight?

Lou: I don't know. I can always tell what the score will be before the game.

Vic: I'll bet you the price of a pair of tickets you can't.

Lou: I'll take that bet. The score before the game tonight will be nothing to nothing.

"The toast was drank in silence," a teacher wrote on the blackboard. "Now will any boy tell me what is wrong with this sentence?" she asked.

One youngster suggested that it should read, "The toast was ate in silence."

—Christian Advocate

Teacher received her pay envelope, and after extracting the money, held it up for the class to see.

"What is this, Freddy Wilson?" she asked, by way of a general knowledge test.

"A pay envelope, Miss," said the boy.

"And what did it contain?" she went on.

"Money," said Freddy. "Your salary."

"Any further questions?"

"Please, teacher," said a little boy who had been studying the envelope in silence, "where do you work?"

—Tid Bits

The Prodigal Son spent his money, next he pawned his coat, then his vest. Finally he came to himself.

"Mrs. Brown," cried Mr. Smith to his neighbor, "have you spoken to your boy about mimicking me?"

"Yes, I have," said Mrs. Brown. "I've told him not to act like a fool."

Judge in traffic court: "I'll let you off with a fine this time, but another day I'll send you to jail."

Driver: Sort of a weather forecast, Judge?"

Judge: "What do you mean?"

Driver: "Fine today—cooler tomorrow."

—The Country Teacher

### A SURE CURE

"Dear Doctor: My pet billygoat is seriously ill from eating a complete leather bound set of Shakespeare. What do you prescribe?"

Answer: "Feed him 'Literary Digest.'"

The small boy had just recovered from an attack of indigestion, and luscious odors lured him into the kitchen, where the cook was preparing a pie.

"How you feelin', honey? How's your stomach?"

"I'm feeling very much better," he replied. "In fact," he added, looking significantly at the open oven door, "I should say that my stomach is in apple pie order!"